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Vocabulary Learning Strategies of English Majors in Libyan Higher Education: an analytic survey with Special Reference to Stimulated Recall Methodology

A thesis submitted in partial fulfilment of the
requirements of Manchester Metropolitan
University for the degree of Doctor of
Philosophy

Hana Suhbi Ali Balhouq

Department of Languages
Faculty of Arts and Humanities
Manchester Metropolitan University

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2018

This thesis is dedicated to:

My Father

The person who always stood beside me all the way

My Mother

The special beloved soul whom I recently lost

My brother - Haitham

The one who sacrificed for me

My husband - Ahmed

He encouraged me

My brothers and sisters

They all supported me

Declaration

I hereby declare that this thesis is submitted to the MMU University for the degree of Doctor of Philosophy and it is an original piece of work of mine. No part of this thesis has been previously published or submitted for another award or qualification in any other universities or institutions.

The author

Hana Balhouq

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Abbreviations

Abbreviation	Meaning
CLT	Communicative Language Teaching
Cog	Cognitive strategies
Det	Determination strategies
ESP	English for Specific Purposes
FL	Foreign Language
FLL	Foreign Language Learning
L ₁	First Language
L ₂	Second Language
LL	Language Learning
LLS	Language Learning Strategies
Mem	Memory strategies
Met	Metacognitive strategies
S	Strategy
S ² R	Self-regulation
SILL	Strategy Inventory for Language Learning
SL	Second Language
Soc	Social strategies
SPSS	Statistical Package for the Social Sciences - (computer software)
SR	Stimulated recall
SRCvoc Scale	Self-regulating capacity in vocabulary learning scale
SRI	Stimulated recall interview
SRM	Stimulated recall methodology
TL	Target Language
VL	Vocabulary Learning
VLS	Vocabulary Learning Strategies
VLT	Vocabulary Levels Test
VLS-Q	Vocabulary learning strategies questionnaire

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Abstract

The present study investigates the relative merits of different methods to assess the use of vocabulary learning strategies (VLS) in the Libyan learning context. The main method of assessment is stimulated recall methodology which will provide and explain insights and comments of Libyan learners learning English as a foreign language with a special focus on vocabulary learning. This research will offer information which will help the learners and teachers to gain a clear picture of what Libyan university learners are doing while they are learning vocabulary.

This thesis consists of ten chapters. The first four chapters provide the theoretical framework where this research study investigates vocabulary learning strategies used by foreign language learners in general. Different definitions, characteristics, taxonomies and studies of VLS are discussed in chapter 2 and 3. Further, it aims to discuss the effect of certain individual, situational and social factors on the use of VLS. Chapter four provides an overview of the research methods used in the remaining sections of the thesis.

The last five chapters provide the practical part of this research. A number of methods is used to survey the use of VLS used within the Libyan university classroom. The main aims of this part are to identify and investigate the VLS of the Libyan undergraduate students majoring in learning English as a foreign language use; assess the value of stimulated recall methodology (SRM) as an investigatory method or tool in this area of research; and compare (a) the outcomes of the analysis of VLS using a variety of assessment methods such as questionnaires, interviews and diaries with (b) the outcomes of the analysis using SRM.

In order to identify Libyan university students' use of VLS using both quantitative and qualitative methods, multiple data collection methods were used in the present study: (1) the initial background questionnaire gives the general background information on the participants, and which vocabulary learning strategies they use; (2) the vocabulary level test has been used in order to assess the proficiency level of Libyan students in vocabulary; (3) the teachers' interview and questionnaire have suggested that the English teachers studied were aware of a range of vocabulary learning strategies; (4) the teachers' and learners' diaries show the interaction between the teachers, the learners and the learning context. The diaries are used in research because they can provide more detailed data of language learning in process. And 5) The classroom observation and stimulated recall interview (both stimulated recall methodology (SRM)) are addressed in chapter 8 in order to provide a complete detailed insight into what it is happening into foreign language classrooms. SRM can provide in-depth data about classroom process events, activities, instructions, and

techniques that occurred in learning a foreign language. First, the subjects are observed and videotaped to record what the participants actually do in order to learn vocabulary. Then the researcher plays back the tape for them to provide feedback on their learning in the classroom. In chapter 9 the results of this method are analysed and then are compared with the results obtained from other methods in order to show the significance of this research method (SRM) in assessing VLS used in Libyan classrooms.

Finally, at the end of this thesis, the conclusion and recommendations will represent the theoretical considerations of the research study and summarize their results. The discussion of the results suggests several important recommendations for the learning and teaching of vocabulary learning strategies for the Libyan university students and other similar contexts.

Chapter 1

Introduction

1.1 Introduction:

Vocabulary is very important for second and foreign language learning, and considered an essential component of language learning (Coady, 1997; Schmitt, 1997; Nation, 2001; Adolphs and Schmitt, 2004; Klapper, 2008; Nation and Meara, 2010; Orawiwatnakul, 2011; Nemati, 2013). Hatch (1983) stated that the lexical level is the most important as it makes basic communication possible. Coady and Huckin (1997) explained that vocabulary is central to language and of critical importance to the typical language learner. Rubin and Thompson (1994) indicated that one cannot speak, understand, read or write a foreign language without knowing a lot of words, and that vocabulary learning is at the heart of understanding and mastering it. As vocabulary has increasingly been recognized as essential to progress in a foreign language, the methods used by learners to acquire it have also been extensively studied. Additionally, Orawiwatnakul (2011) highlighted vocabulary as the core component of language proficiency that provides much of the basis for how well learners speak, listen, read and write in English.

Vocabulary Learning Strategies (VLS) are a subset of general language learning strategies. An all-purpose definition is that VLS are special techniques or behaviours used by language learners to facilitate their vocabulary learning, which help them comprehend and learn new vocabulary, and make them more effective learners. VLS represent different processes and techniques that help the learners to develop, acquire knowledge, and build all the language skills that they require for speaking more effectively, reading more extensively and writing more appropriately. There are many other uses which vary relatively little. Nation (2001) explained that VLS are a part of general language learning strategies. According to Schmitt (2000), VLS are those actions, approaches, processes, and steps which facilitate vocabulary learning. Furthermore, Schmitt (1997: 203) indicated that “learning is the process by which information is obtained, stored, retrieved and used...,Therefore, vocabulary learning strategies could be any which affect this broadly defined process”.

In terms of VLS assessment, this study offers a complete investigation into the VLS used by Libyan undergraduate students learning English as a foreign language (EFL). Several different research methods are used to assess foreign language learners' use of VLS such as questionnaires, interviews, diaries, observations, and stimulated recall methodology. The research focuses on exploring the use of VLS by Libyan learners in higher education by using different research methods. Stimulated Recall Methodology (henceforth SRM) is the research method for collecting data, supplemented with and compared to data obtained by other methods. SRM is potentially a very important method, given its suitability

for a wide range of situations with different purposes, and therefore enables teachers and researchers to know precisely what is going on in a language classroom (Nunan, 1992).

The current study aims to take into consideration both the value and importance (i.e., the use of vocabulary learning strategies) of foreign language learning (FLL) under investigation and the participants (i.e., the Libyan learners) involved in the study. In addition, the results of the current study could be important for those learners as well as teachers in particular who learn and teach in Libya or any similar foreign language context. This study provides a practical investigation into a foreign language learning context, presents how English is learned and taught in the Libyan context, discovers different problems related to vocabulary learning, and helps both the learners and teachers to solve those problems.

My interest in VLS comes from my own personal experience as a foreign language learner and teacher in Libya. My personal experience as a language teacher started in 1998 at a secondary school and then at university level in 2004. As part of my full-time job in Libya (a staff member in the Department on English at the Faculty of Languages, I always studied and observed my students in order to explore ways to help them learn, especially in the classroom, as it is the only context in which they can learn foreign languages. I pay attention to what they actually do in order to learn new words or remember them. In the remainder of the introduction, I will briefly contextualise vocabulary learning within the Libyan educational system in order to clarify and identify the students' background and their learning level.

1.2 Vocabulary Learning and teaching:

Vocabulary is an important part of every language learning stage and skill, whether listening, speaking, reading and writing. Therefore, improving vocabulary learning and teaching will contribute to reaching the aim of communicative competence (McCarthy, 1990; Coady and Huckin, 1997; Kristiansen, 1998; Schmitt, 2000; Nation, 2001; Marttinen, 2008; Carranza et al, 2015). Some people think that the process of learning vocabulary is easy, whereas others have disagreed with the assertion that language learners often have serious problems remembering the large amounts of vocabulary necessary to achieve fluency in a foreign language. In this context, some researchers (e.g., Kristiansen, 1998:47) have pointed out that the understanding of a language diminishes significantly if one fourth of content words (nouns, verbs, adjectives and adverbs) are unfamiliar to the reader. As a result, many difficulties in learning and using the target language arise from the learners' inadequate vocabulary knowledge (Meara, 1980; Schmitt, 1997; Nation, 1990 and 2001).

Vocabulary is defined as the knowledge of words and their meaning. In foreign language learning, vocabulary knowledge indicates the learners' proficiency level of the target language (TL), and it determines the ability to understand and use the language automatically for communication. Faerch, Haastrup and Phillipson (1984: 100) defined

vocabulary knowledge as “a continuum between ability to make sense of a word and ability to activate the word automatically for productive purposes”. For instance, as Coady (1997: 237) has pointed out, the knowledge of an advanced level of English language speaker should consist of “good knowledge of at least 5,000 words, in addition to significant reading skill”. Nation (1990) developed the various types of vocabulary knowledge: (1) the spoken form of a word, (2) the written form of a word, (3) the grammatical behaviour of the word, (4) the collocational behavior of the word, (5) the stylistic register constraints of a word, (6) the conceptual meaning of a word, (7) the associations a word has with other related words, and (8) how frequent the word is. Reading comprehension lessons also increase the learners’ vocabulary knowledge through the use of new vocabulary in different contexts.

Additionally, Nation (2001) emphasized three factors in learning vocabulary and knowing words: *form*, *meaning* and *use*. These factors are also taken into consideration in developing and dividing the vocabulary learning strategies (as will be deeply explained in Chapter 3). Table (1.1) presents the three factors that knowing or learning words depend on: (1) knowing the words’ form: this concentrates on the words’ pronunciation, sounds, spelling, parts of speech and other elements -- what are the words made up of? (2) knowing their meaning: this relates to knowing their different concepts and definitions in several situations; therefore, it is necessary to learn other, related words, –synonyms, and (3) knowing their use: this is knowing how to use and suit words in their correct and appropriate sentences or structures. The words’ grammar, collocations, register and other variations are very useful as well. Finally, it is important to mention that the relationship or interaction of those factors is the VLSs (Nation, 2001; Marttinen, 2008).

In addition, Boonkongsan (2012) reported that, in the context of English as a second language (ESL) or a foreign language (EFL), vocabulary plays a key role in the language learning process, as it is one of the important language elements that support the four skills, i.e., listening, speaking, reading, and writing. McCarthy (1990: viii) mentioned that “no matter how well the student learns grammar, no matter how successfully the sounds of L₂ are mastered, without words to express a wider range of meanings, communication in L₂ just cannot happen in any meaningful way”.

Vocabulary size is an essential measure of the learners’ level (Nation, 2001). It measures the amount of vocabulary knowledge the learner had already had before. It is used to know how many words language learners already know. Tests of vocabulary size can be used to help teachers place learners into their appropriate levels within a course. They can allow teachers to identify their learners’ vocabulary. Those tests are objective techniques used to measure how much and what type of language vocabularies a learner should know at a particular stage. Therefore, a vocabulary test can measure the learners’ vocabulary level and is used, in several forms, as a useful tool in placement exams; in, filling the gaps tests,

true-false tests and, in its most common form, the multiple-choice format (Schmitt, 1997 and 2000; Nation, 2001).

Table 1.1: What is involved in knowing a word? (According to Nation (2001: 27))

1	Form	Spoken Written Word parts	R*: What does the word sound like? P*: How is the word pronounced? R: What does the word look like? P: How is the written and spelled? R: What parts are recognizable in the word? P: What word parts are needed to express the meaning?
2	Meaning	Form and meaning Concept and referents Associations	R: What meaning does this word form signal? P: What word form can be used to express this meaning? R: What is included in the concept? P: What items can the concept refer to? R: What other words does this make us think of? P: What other words could we use instead of this one?
3-	Use	Grammatical functions Collocations Constraints on use (register, frequency, ...)	R: In what patterns does the word occur? P: In what patterns must we use this word? R: What words or types of words occur with this one? P: What words or types of words must we use with this one? R: Where, when, and how often would we expect to meet this word? P: Where, when, and how often can we use this word?

Notes: R* = Receptive⁽¹⁾

P* = Productive⁽²⁾

1.3 The Context of the Study and the Educational Background of the Participants:

The current chapter starts by introducing the educational context in Libya, where it has been decided that the current study will be conducted. It will be important to give an overview of the place the English language takes within the Libyan educational system and to clarify the background of the learners (i.e., the subjects under investigation in this study).

The current study took place in Tripoli / Libya. Libya is a large country located in the north of Africa with the longest coast on the Mediterranean Sea (about 1990 km). Education is obligatory in Libya and considered very important for the country's future. Education from

(1) R = Receptive vocabulary learning involves perceiving the form of a word while listening or reading and retrieving its meaning (Nation, 2001: 24-25).

(2) P = Productive vocabulary learning involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form (Nation, 2001: 25).

as early as 6 through to 18 (basic and secondary education), as well as higher education (i.e., university education) are free for all Libyan people (about six million).

1.3.1 The Libyan Educational System:

The Libyan educational system is mainly divided into three levels. Table (1.2) illustrates the levels of the Libyan educational system, which include the following stages:

- 1- Kindergarten: this lasts one or two years for children aged 4 and 5, prior to elementary school.
- 2- Basic education (primary and preparatory school): this lasts nine academic years for students, starting at the age of 6, and ending at the age of 15 years old.
- 3- Secondary education (intermediate school): this lasts three academic years for students, starts at the age of 16, and ends at the age of 18 years old.
- 4- Higher education: at this level, students enrol in universities, higher institutions, higher technical and vocational centres. This level of study lasts from 4 to 7 years: most faculties usually offer courses that last for 4 years, for example. the Faculty of Languages, Arts, Basic Science (e.g., biology, physics, computer, mathematics, and chemistry), Law, Physical Education, Economics, Agriculture, Education and other social sciences (e.g., psychology and sociology). However, courses at the Faculty of Engineering usually last for 5 years for all the departments. The only exception is the Faculty of Medicine and Faculty of Veterinary, which both require their students to spend 7 academic years studying in order to graduate.

Table 1.2: The Levels of the Libyan Educational System

	Level	Age	Description
1	Kindergarten	4 or 5	- This level is optional and it is private.
2	Basic Education: a) Primary b) Preparatory	6-12 13-15	- Usually starts at the age of 6 and lasts for 6 yrs. - Lasts for 3 years.
3	Secondary Education	16-18	- Lasts for 3 years, and divided into areas of specialization: Languages, life science, engineering, and economics.
4	Higher Education	18+	- Includes universities, higher institutions, higher technical and vocational centres. - Lasts from 4 to 7 years. It depends on the area of study.

1.3.1.1 English in the Libyan educational system

For a long time, English has been the only foreign language taught to Libyan students at school. English starts as a general course at the elementary (basic) educational level, and then becomes a specialized course such as life sciences, economics, engineering,

languages such as English and Arabic and so forth, in the secondary education and higher education as well. Most importantly, the current educational system at the secondary school level has been slightly changed. Specifically, since 2012/2013 there have only been two specialized courses: *basic science* and *social science*. However, French language was also introduced as an obligatory course at the first secondary school during the same academic year (2012/2013).

Most Libyan schools are free of charge and run by the government through the ministry of education. Children normally start school at the age of 6 and have to follow three obligatory educational stages. The first stage starts at the age of 6 and finishes at the age of 16. The first stage is divided into primary education, preparatory education, and secondary education. Afterwards, pupils can continue with higher education at universities, higher institutions, or other organisations such as vocational centres, where Libyan learners learn special skills that help them to obtain jobs (see table 1.2 above).

Basic education in Libya, which is actually an obligatory system, continues for nine years and is divided into two stages. The first stage involves six years of primary education, while the second stage involves three years of preparatory education. Teaching English language is very important and it is a compulsory subject in the Libyan educational system. English starts in the fifth year of basic education (i.e., at the age of 10) through four classes per week, and continues until the end of secondary education (see appendix 1 for the cover of the books).

During Year-9 (i.e., at the age of 15), pupils have their national exams, which are prepared by the government through the ministry of education all over the country. They have to sit the English final exam at the same time, which is usually in the morning. These exams are not prepared or evaluated by the teachers already teaching, but by other teachers from different places. Pupils are then awarded the Basic Education Certificate.

Secondary education continues for three years. Students then go to universities or other higher education institutions. In the past, first year was general, while the second and third year were specialized and divided into two sections: scientific and literary. However, in the academic year of 2000, new types of specializations in secondary education were introduced in order to help students start following their scientific interests in advance, before they enter the university. Afterwards, students become able to continue their specialism in the area they already chose at one of the faculties in any of the Libyan universities. Therefore, even English language lessons are specialized according to the area of specializations (e.g., languages, basic science, life science, engineering, and economics, as shown in Table 1.3). To obtain the leaving certificate (i.e., the Secondary Education Certificate), students have to pass all their national exams in the third academic year. However, they have a chance to repeat the third academic year in case they failed to pass.

The students are then distributed among the university faculties, higher institutions, etc., based on their final averages and their preferences.

Table 1.3: The Specializations in Secondary Education

No	Year of study	Field of study
1-	First Year Secondary Education (Year 10)	1- Life science 2- Languages 3- Engineering 4- Economics 5- Arabic language 6- Basic science 7- Social science 8-Islamic studies
2-	Second Year Secondary Education (Year 11)	1- Life science 2- Languages 3- Engineering 4- Economics 5- Arabic language 6- Basic science 7- Social science 8-Islamic studies
3-	Third Year Secondary Education (Year 12)	1- Life science 2- Languages 3- Engineering 4- Economics 5- Arabic language 6- Basic science 7- Social science 8-Islamic studies

Table (1.4) presents the specializations in secondary education and the departments of the faculties where students may enrol and study after getting their leaving certificates. However, there are some departments that accept all types of specializations, such as the English Department.

Table 1.4: The Specializations of Departments / Faculties at the University

Basic Science	The Faculty of Sciences (e.g., Mathematics - Statistics - Physics - Earth Sciences - Computer - Meteorology).
Engineering Science	Faculty of Engineering and all its Departments.
Life Science	Medicine – Dentistry – Pharmacy – Veterinary - Medical Technology - Teacher Training Colleges - Higher Institutes of Health - Faculty of Science.
Economic Sciences	Faculty of Economy – Accounting - Administrative Sciences and Higher Vocational Training Centres.
Social Sciences	Literature – Psychology – Law - Political Sciences - Physical Education - Faculty of Arts and Media.
Languages	Faculty of Languages and Faculty of Arts.

Recently, in the academic year of 2012, secondary education was returned once again to the previous system, where only two fields/areas of study are introduced in the second and third academic year: the *scientific* and *literary section* as illustrated in Table (1.5). Students who graduate from the scientific section can enrol in scientific departments and faculties at the university in subjects such as Medicine, Engineering, Basic Science and

Economy. Conversely, students who graduate from the literary section can enrol in other faculties and departments, such as Languages and Arts.

Table 1.5: The New System of Secondary Education

No	Year of study	Field of study
1-	First Year Secondary Education (Year 10)	General Secondary Education
2-	Second Year Secondary Education (Year 11)	1- Scientific section 2- Literary section
3-	Third Year Secondary Education (Year 12)	1- Scientific section 2- Literary section

The main focus of English language teaching and learning in Libya was previously on grammar and reading comprehension. It was characterized by oral drills, memorization of vocabulary, and reading aloud. Arabic was widely used in English lessons by teachers and students (Orafi and Borg, 2009). In the academic year of 2000, a new series of books (English for Libya) was introduced for basic and secondary education. They are written by different famous English writers such as D'Arcy Adrian-Vallance and Chris Gough and published by Garnet Publishing Ltd in Reading, UK (Omar, 2013). There are two sets of student books in this series. Each set of books comprises a course book and a workbook. The materials of the course book are organized into eight units. All units were written and organized according to the specific interests and needs of Libyan learners. The materials' contexts and topics are related with and connected to topics chosen from their knowledge of the world, personal interests, places in Libya, and appropriate themes designed for each specific year. The level of the books is gradually improved in order to enable learners to feel that they can make progress at each stage.

According to Omar (2013), the Libyan curriculum for English makes Libyan learners able to cope with different sources and materials written in English language and related to their field of study (specialization) when they go to Libyan universities. Omar (2013) also suggested some of the key aims, which are identified by the Libyan Ministry of Education for Garnet to:

1. Assist the students to use and control the English language as a linguistic system: phonology, morphology, syntax and discourse.
2. Provide all different communicative and functional competence in the four skills: listening, speaking, reading and writing - sufficient for real-life use and as a foundation for future studies.
3. Provide students with the use of the basic vocabulary and language to be able discuss topics related to their specialisation.

4. Help and support students' self-study in English to enable them to continue learning after school.
5. Increase the students' understanding of English-use throughout the world as their own religion and cultural values.
6. Contribute to the students' intellectual, educational, social and personal development to cultivate critical thinking and promote the ability to make sound judgements.
7. Encourage the students to appreciate the value of learning English, as the most widely used language in the world today.
8. Raise the students' awareness of the important role that English can play in the general national development, enriching the national language and culture, and in international affairs.
9. Develop the students' use of English for their academic studies or practical training in class as if they are studying in English-speaking countries or in countries where English, for some subjects, is the medium of instruction.

In basic education, the books only introduce general and basic English. This can help Libyan learners to use, make progress, gain confidence, and feel comfortable in using English at the primary level. Then, English is introduced as a specialization course. The first specialization came in the academic year of 2000, and covered various specializations. For instance, life science, economics, English specialization, and engineering, whereas the version of the material books of the academic year of 2012, covered only two specializations: the scientific and literary sections as illustrated in the Appendix (1).

These books aim to cover and use all language skills, i.e., listening, speaking, reading, and writing. All units are in the same design and involve lessons such as: reading (two lessons), vocabulary (two lessons), grammar (one lesson), writing (one lesson), speaking (one lesson) and listening (one lesson). The title of each unit introduces the theme of the whole unit. The students are introduced to reading text and related vocabulary.

This text can be in the form of a scientific text, an e-mail message, fax, newspaper article, dialogue, diagram or letter. The students read the text and are then asked to discuss their ideas and work together in pairs or groups to complete some activities. The students study special (build up) grammatical consideration, which are presented in the reading texts. There are many different important grammatical follow-up activities, so that the student can revise, present, and practice new structures. Most of the activities used depend and are focussed on the communicative function of the unit's theme. There are other functions, such as giving suggestions and advising, which are usually introduced. 'Speaking skills' are very important because this is the part of the unit where students need to discuss and talk about

their ideas and understanding of the theme using special related vocabulary and grammatical structures. Then, students practice pronouncing special activities, which are intended to build their confidence, accuracy, and fluency. Some examples of the speaking and pronunciation activities are introduced are: filling the gap, matching and problem solving. Finally, the students are introduced to some examples of writing tasks where the activities include writing assignments about the theme of the unit. The students are asked to write about the topic and use the related vocabulary in the form of a letter or some other form. The CD recording presents information needed to answer the listening activities. Those activities are also on the same theme as the unit (Orafi, 2008).

The workbook focuses on the written consolidation of grammar points, pronunciation activities, and vocabulary items related and connected to the theme in the same unit and course book. The students are also introduced to various types of activities such as filling the gaps, matching, and practice them in pairs or individually. As an example of the types of materials used within the new text book, see Appendix (15).

At all school levels, vocabulary lessons are held four times a week (0.40 minutes × 4 classes = 2.5 hours). The main emphasis of these lessons is to provide students with communicative practice of different new words, develop the four language skills, and provide the opportunity to use different vocabulary and grammatical forms. The language teachers always ask and encourage their learners to check the meaning of every unknown word.

There is a lack of current research into the effectiveness of the new books and the ways they are used in Libyan classes. Based on the author's teaching and learning experience, it seems that the main focus of the classes is to develop and improve the learners' communicative use the English language.

In each lesson, there is also a significant amount of vocabulary to be learnt. New words are often introduced in the textbooks or workbooks through the given activities such as gap-filling, word search, puzzles, or definition-matching exercises. The learners are then encouraged by the teachers to use role plays or other different communicative activities. Appendix (15) illustrates many examples of some activities. This series of curriculum is the result of the Garnet Education and Libyan Educational Committees. They contain different topics, themes, vocabulary and are adapted to the background of the students. They also contain colourful presentation, communicative activities, specialized terms, vocabulary, and other characteristics that engage the interest of the students.

Learners are asked to keep individual vocabulary notebooks. Each student adds new words to the notebook at every lesson, and then shares those words with the other classmates at the beginning of reading and writing classes. For each word, students are expected to write a definition and an example as a sentence using their own words, or they can search the dictionary for a definition.

These new textbooks require up-to-date and skilful methods as well as the techniques of foreign language (FL) instruction. They are supported by diagrams, graphs, and pictures in every lesson and associated with teachers' books. Therefore, there are cassettes recorded by native speakers to be used in teaching speaking and pronunciation, and they are based on the communicative approach. There is no requirement for any kind of vocational teacher training in which a high academic level of English is the main enrolment requirement. Moreover, teachers may struggle to use the textbooks effectively. In many cases, only professional and very experienced teachers or those who have studied abroad can succeed in teaching using those new textbooks. Furthermore, the use of visual aids in the public schools and language laboratories is very limited and, accordingly, the learners lose the opportunity to practice their oral skills. This lack of resources does not help the learners' progress in learning language, especially when the learners cannot use the language outside the school.

Unfortunately, during the evaluation process of the Libyan secondary school syllabus, Libyan students and teachers face some problems in using the new syllabus. For instance, learners and teachers are not trained to improve their skills to, understand specialized terms or to communicate outside the classroom. The teachers are confused by the change in the methods of teaching (from the grammar-translation method and the audio-lingual method to the communicative approach). On the one hand, Shihiba (2011: 18) reported that "traditional methods such as the Grammar-Translation Method and Audio-lingual Method were appropriate for presenting the content of these textbooks and for achieving the objectives of their teaching in secondary schools". On the other hand, the curriculum is organized around activities based on communicative principles; as Orafi and Borg (2009: 245) pointed out, "the curriculum recommends that English to be used as much as possible by the teachers and students in the classroom". Remarkably, the learners are memorizing the language (vocabulary) in the book not because they understand the subject matter but, instead, because they want to pass the examinations and get excellent grades to continue their studies.

Most teachers use the learners' first language (L₁) to explain the lessons. Shihiba (2011) explained that the Libyan EFL secondary school teachers with an extensive use of students' native language. Orafi and Borg (2009: 244) stated that "Arabic was widely used in English lessons by teachers and students". This, indeed, requires more time during the session, which is only four lessons per week. Clearly, the four lessons per week are not enough to practice all the activities or to finish all the units of the course book. Furthermore, the number of students in a single class is often high -- usually between 40- 80 students -- which, in turn, allows almost no chance for students to practice the language skills demonstrated in reading texts or answering questions.

1.3.2 Higher Education in Libya

After receiving the secondary Education Certificate, students can continue their studies at university, higher technical or vocational institutions. Higher education is also free and run by the government through the Ministry of Education. There are also private universities and institutions where students have to pay fees. The first university was established in 1955. There were two main universities: the University of Tripoli (known as Al-Fateh); and the University of Benghazi (known as Garyounis) at that time. Now there are 14 top universities in different cities – Tripoli, Benghazi, Musrata, Al Zawiya, Serte, Sabha, Omar Al-Mukhtar, Elmergib, Al Asmarya, The 7th of April, Nasser, Al-Tahadi, The 7th of October and the Academy of Graduate Studies.

Higher education normally lasts for about four years for languages, basic sciences and social sciences, five years for engineering, and seven years for medical studies for the receipt of Bachelor or Licentiate Degree. Afterwards, students are free to apply for a job or continue their advanced study for post-graduate degrees, such as an MSc or MA. Libyan students attain PhD in the Libyan universities; only in fields and areas such as Arabic, Islamic studies, and the humanities. Libyan universities have not yet started PhD programs in science, technology, languages, and engineering. Consequently, many students pursue their advanced studies abroad and are awarded scholarships to achieve that.

English is taught in all faculties and departments across Libyan higher education to enable learners to communicate, read, write, and understand scientific English in their field of their study (for example, medical English for students at the Faculty of Medicine). Teaching and learning English is very important at the higher education level for many purposes. First, the students become able to understand the basics of English written forms such as articles and reports. Second, using English as a medium of communication enables students to speak with English native speakers. Third, learning the English specialized terms related to their area of study enables students to become more conscious of their speciality. Forth, English helps students to effectively improve their learning skills. For the teachers, it is necessary to teach English in order to help their students to develop all kind of language skills, including listening, speaking, reading, and writing. In addition, they help their students to write and to get the meaning of specialized terms by special reading texts and other forms of writing in their field of study. They also help their students to organize and communicate effectively with English people. Teachers may also include various activities where their students can use, read, speak, and write the English language. For example, teachers can facilitate the foreign language learning process by creating activities for their students to practice and use the English language in different situations.

There are 15 faculties at the University of Tripoli, where English is used as the prime scientific and academic language. Most of those faculties have many different departments.

For example, the Faculty of Languages includes the English Language Department, the Arabic Language Department, the French Language Department, the Translation Department, the Spanish Department, and the Italian Language Department. The Faculty of Basic Sciences includes ten main departments such as the Departments of Chemistry, Physics, Maths, Computer Science, Zoology (Animal Science), Botany (Plant Science), Geology, Geophysics, Atmospheric Science, and Statistics.

The author is one of the teaching staff at the University of Tripoli at the Faculty of Languages in the department of English. The department of English is substantially similar to those in the other universities. The average number of English teaching hours is between 18 and 22 hours per week. Although there is a syllabus outline for every course, the choice of the textbook at this level is left to the teachers and staff members.

1.3.2.1 English in the Higher Education

In the English Language Department, learners are taught specialized English courses that aim to prepare them to be teachers at secondary schools or to continue their post-graduate studies and MA degrees. The first academic year is mainly concerned with improving the learners' English through various courses and activities such as general grammar, speaking, writing, and reading comprehension. In the second academic year, the students study more specialized subjects such as phonetics, literature, and translation, along with the previous subjects. The third academic year is concerned with introducing general linguistics and language pedagogy in subjects such as applied linguistics, theoretical linguistics, creative writing, oral practice, grammatical structures, literature, translation, English varieties, phonetics, and phonology. In the final academic year, the students are taught the same subjects as in the third academic year along with research writing. Furthermore, the students are taught how to use methods of teaching English based on systematic principles, procedures, strategies, and techniques, including classroom activities of FL teaching and other pedagogical techniques, such as dialogues and role plays drills.

There are other general subjects in every academic year, such as the Arabic language, other foreign languages (e.g., the students must study another foreign language as Spanish, French or Russian). All the courses are obligatory and the students must pass the final exams at the end of the year. The total numbers of marks are determined by the evaluation of the students' performance in the exams. All students must obtain 50% of the subjects' marks in order to pass. There are two examinations for every subject. The first is the *mid-examination* where the students should gain 40% of the total mark. Importantly, a number of the teachers and staff members save 10% for the classroom attendance and short assignments). The second is the final examination where the students should gain 60% of the total mark to pass the course.

1.4 The Aims of this Study

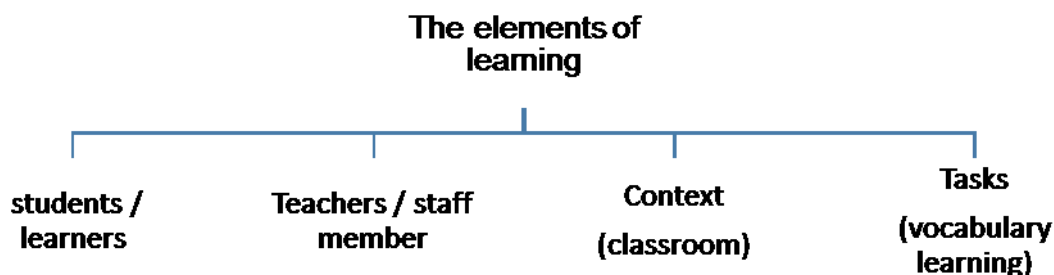
The current thesis aims to be a real-life reflection of what actually happens when Libyan learners learn English vocabulary. Specifically, the main aim of this research is to explore and provide a full investigation into the actual use of VLS in the Libyan university as an example of a foreign language classroom.

The study aims in particular to achieve the following purposes:

- 1) To identify and investigate the most and the least vocabulary learning strategies (VLS) of Libyan undergraduate students majoring in English as a foreign language;
- 2) To identify the most important factors that affect the use of VLS according to the learners and teachers.
- 3) To assess the value of the Stimulated Recall Methodology (SRM) as an investigatory method in this area of research.
- 4) To compare the outcomes of the analysis of VLS through using a variety of assessment methods such as questionnaires, interviews, and diaries with the outcomes of the analysis using SRM.

1.5 The Elements of Learning (Libyan Foreign Language Learning Context):

Many different research methods of assessment are used in order to investigate and examine the foreign language learning situation (Takač, 2008). In current study, Figure 1.1 illustrates the main elements of learning in foreign language classroom: the learners, teachers, learning context (classroom) and task (e.g., Learning vocabulary), which is included in the investigation in order to give a complete picture of the use of vocabulary



learning strategies in the Libyan classroom.

Figure1.1: The Elements of Learning in a FL context

- 1) **The Students/Learners:** the Libyan learners have largely similar linguistic and cultural backgrounds. However, they can be classified into many categories, such as age, gender, experience, and which vocabulary learning strategies they use inside or outside their

language learning classroom. The use of those strategies can facilitate vocabulary learning and help them to discover and remember those words in their special forms. A good knowledge of vocabulary facilitates and helps the learners to learn the FL. Oxford (1990) explained that learners need to learn how to learn and teachers need to learn how to facilitate the process and make it clearer. According to Pei-Shi (2012: 230), “appropriate learning strategies help to explain the performance of good language learners; similarly, inappropriate learning strategies would add to the misunderstandings of poor language learning”.

For example, Rubin (1981) identified fourteen strategies used by good and successful language learners. She stated that good language learners are those who: (1) can decide the most suitable learning modes for themselves, (2) are organized, (3) are creative, (4) use all opportunities to practice, (5) use memorization, (6) learn to live in uncertainty, (7) learn from mistakes, (8) use language knowledge, (9) use the situation and environment to improve understanding, (10) guess intelligently, (11) memorize the words/sentences as a whole, (12) learn the forms of sentences, (13) use the skill of expression, and (14) use all kinds of literary forms.

There are many different types of foreign language learners. Willing (1985) pointed out four: they are: *concrete learners*; those who learn by using images, games, pictures, films, videos, and cassettes, and, therefore, also prefer to work in pairs. *Analytic learners*; study grammar books, newspapers, English books, and they prefer studying alone, finding their own mistakes, having problems to work on, and learning through reading. *Communicative learners*: are learners who observe and listen to native speakers, talk to friends in English, watch TV in English, use English in shops, and learn English words by hearing them used in conversation. *Authority-oriented learners*; are learners who prefer the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read, and studying grammar and learning English words by seeing them written.

Good and poor language learners both use a number of strategies in their learning (Naiman et al., 1978; Ahmed, 1989; Kayaoğlu, 2013; Ababna, 2015). Good language learners use different types of VLSs for many different reasons and purposes, while poor language learners deal with the same list of problem words throughout the whole learning process (Ahmed, 1989). For example, good language learners use highly selective techniques when selecting words, use different cues to guess the meaning of a word, use dictionaries as a reference, manage to relate new words with other similar words, use their background knowledge, and link the words with their pictures. By contrast, poor language learners never look up words that are unknown or rarely use clues, take the general meaning from the dictionary, and use mechanical rehearsal such as the connection between a written word and fixed explanation (Gu, 1994).

2) **The Teachers/Instructors/Staff Members:** The interest here is in what VLS they use, what they do in order to help their learners learn the vocabulary of the foreign language, and how they select teaching materials according to their own beliefs about teaching and learning in a FL classroom. The main role of teachers in the classroom (especially in vocabulary learning) is to help their learners to develop their new vocabulary knowledge from what they have already learned (Takač, 2008).

Teachers have many important teaching roles, for example: a) they help their learners to improve their vocabulary by developing different specific strategies for different tasks, b) they help their learners to become better learners, c) they “help, facilitate, advise, coordinate, diagnose, cooperate, offer ideas and directions, and participate in communication” (Takač, 2008: 55), and d) they assist their students in their learning, i.e., they facilitate language learning for their students. Nation (2001: 229) has also stated that teachers can “play a critical role in directly and indirectly shaping approaches to learning”.

The main role of teachers in the classroom, especially in vocabulary learning, is to help their learners to develop their new vocabulary knowledge from what they have already learned (Schmitt, 1997; Takač, 2008; Alqahtani, 2015). The teachers’ knowledge, attitudes, and beliefs about teaching (and learning) will affect the way their learners’ learn. Borg (2003:81) described teachers as “active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs”. The teacher plays an important role in the FL classroom because he or she has a great effect on his or her students’ learning, motivation, learning beliefs, confidence, learning attitudes, and anxiety. The teacher tries to make students aware of the learning process so that they can find out what they want to learn and how they want to learn it.

3) **The learning context:** The learning context is the learners’ learning environment (the classroom climate); where learning takes place (Gu, 2012). In the current study, the Libyan learning classroom is the context of investigation. The learning context involves the conditions of the learners (number, level, specialization), location/place, and time (the duration of the lesson). This represents what is happening inside the learning situation or the lesson itself. In addition, it is necessary to differentiate between the two types of contexts. The first type of learning context is what is known as the learning environment (i.e., the classroom) that involves the teachers, the students, the classroom atmosphere, and the task. The second type of the learning context is the language context that refers to the textual context of words or structures. This strategy has gained great importance, as learners usually learned vocabulary according to their context. One of the factors that affects the learners’ choice and use of VLS is the context that provides adequate clues to guess a word’s meaning. However, in the Libyan context, it is difficult to use English outside the

classroom. As Maesin, Mansor, Shafie and Neyan (2009: 71) mentioned that “in second language learning, students find difficulties to utilize the language skills outside the classrooms as there are fewer opportunities to do so due to poor language environment.” Thus, most strategies used are related to the classroom environment and the Libyan context.

4) The Learning Materials and Tasks: The concept of the learning task includes the learning materials being learned (Takač, 2008). The Libyan materials include curriculum materials such as course-books and work-books. The use of other materials such as visual aids, cards and posters, labs, computers, and other technological equipment used in the classroom are also considered in learning vocabulary. The purpose of using all those materials is to help the learner to remember, comprehend, and use the language in an easy way.

In foreign language learning, learning strategies can be used to improve many different tasks such as vocabulary, writing, or listening. Laufer and Hulstijn (2001:17) used 'task' in the field of vocabulary acquisition in particular to mean “an activity in which: meaning is primary. A learning task is the ultimate product in learner’s mind, therefore, in order to test a person’s lexical knowledge, tasks such as reading and comprehension from different perspectives, writing original sentences, writing a composition can be applied”. The current thesis will be limited to the use of VLS to facilitate foreign language vocabulary learning.

The author’s experience in teaching suggests that, despite the Libyan learners are already concentrating on vocabulary study, their knowledge of VLS is sometimes weak and, consequentially, teachers are able to usefully suggest VLS to their students to help them overcome those problems.

The current study focuses on the development of a reliable and valid data collection instrument for measuring the use of vocabulary learning strategies. Therefore, multiple sources of collecting data and information are used to investigate all the above elements and the relationship between them.

1.6 Research Questions:

The current thesis triangulates different data in order to answer the following general research questions:

RQ1: What are the VLS used by undergraduates learning English in the Department of English at the Faculty of Languages in Tripoli / Libya?

RQ2: What are the vocabulary learning strategies used by the Libyan learners according to the teachers’ experience?

RQ3: What are the factors that affect students’ learning of vocabulary?

RQ4: How are different research methods (especially stimulated recall methodology) used to provide accurate and useful information about VLS used by Libyan learners in the classroom?

Both quantitative and qualitative methods will be used to collect data, including all elements of learning: the students, the teachers, the Libyan context (classroom) and the task (vocabulary). In what follows, the structure of the current thesis will be clarified to see how and where different methods will be used to collect and process data.

1.7 The Structure of the Thesis:

The thesis consists of ten chapters:

Chapter one introduces the background for the study and provides a detailed description of the Libyan educational system, which is the context of this current study. Therefore, it indicates the aims of the current study, lists the research questions that are intended to be used as guidance throughout the investigation, indicates the structure of the study, and provides clear definitions of the related key terms that are used and related to this area of study.

Chapter two presents a review of the related literature that focuses on Language-Learning Strategies (LLS) and Vocabulary Learning Strategies (VLS). The first sections of the chapter show how LLS/VLS are defined by different researchers, discuss their importance in learning English as a foreign language, and provide a research account on VLS with a large number of studies in different foreign language contexts in the past.

Chapter three includes two important issues related to VLS. The first issue is a detailed classification of the most famous taxonomies of vocabulary learning strategies by different famous researchers such as Ahmed (1989); Stoffer (1995); Sanoui (1992, 1995), Gu and Johnson (1996); Lawson and Hogben (1996); Schmitt (1997); and Nation (2001). The second issue pertains to the factors which affect those VLS use and choice: 1) individual factors (such as gender, age, learning style and motivation), and 2) situational and social factors (such as culture, time, the method of teaching (materials and techniques), language proficiency and subjects of the study).

Chapter four includes a detailed explanation about various and different mixed research methods used for data collection, which will be described, discussed, and used later in the practical part of the current thesis; such as learners' questionnaires, teachers' interviews, classroom observations, learning diaries, stimulated recall, and vocabulary level tests. It particularly discusses the use of Stimulated Recall Methodology (SRM) as a tool for assessing how foreign language learners use VLS within their foreign language learning. It presents some definitions of SRM, its importance in educational research, its use as a

research method in the classroom, its advantages, and types. At the end of the chapter, some studies are provided to present different research on the use of SRM in the past.

Chapter *five* includes three different studies: 1) vocabulary level tests, and 2) two background questionnaires which were given to Libyan university students to discover the frequency of using vocabulary learning strategies and to collect data for this thesis: vocabulary learning strategies questionnaire (VLS-Q) based on Schmitt's (1997) taxonomy, and self-regulating capacity in vocabulary learning scale based on Tseng, Dörnyei and Schmitt's (2006) study (the SRCvoc Scale).

Chapter *six* presents the results of the teachers' interview and the associated questionnaire. This chapter addresses both methods for teachers in order to explore and collect their practical classroom knowledge and experience of their learners' VLS in learning the foreign language.

Chapter *seven* reports and identifies the vocabulary learning strategies by using the teachers' and the learners' diaries as data collection instruments. The results of both Libyan teachers' and learners' diaries are analysed and discussed in order to indicate the most common VLS used in learning English in a foreign language classroom.

Chapter *eight* is the main study, concerning stimulated recall methodology: direct classroom observation and stimulated recall interviews. This assesses the value of stimulated recall methodology as an investigatory research method in this area of research. The data was collected throughout two stages: observing three groups of vocabulary lessons and Stimulated Recall Interviews (SRI) as a group discussion.

Chapter *nine* compares: (a) the outcomes of the analysis of VLS using a variety of assessment methods, such as learners' questionnaires, teachers' questionnaires and interviews, teachers' and learners' diaries and the direct classroom observation with (b) the outcomes of the analysis use SRM.

Finally, chapter *ten* summarizes the final conclusion and comes up with a number of recommendations. The conclusion is made in view of the results obtained. It also presents the answers to the research questions by summarizing the results of each method. Many recommendations are suggested and discussed according to the investigation results in order to facilitate the learners' learning process.

1.8 Definitions of Related Terms:

Language Learning Strategies (LLS) are steps taken by learners to enhance their own language learning (Oxford, 1990). They are certain techniques used by individual learners to facilitate the comprehension, retention, retrieval, and application of information for language learning and acquisition (Oxford, 1990). In addition, Oxford (2001: 359) defined learning strategies as "the specific behaviours or thoughts learners use to enhance their language

learning". Takač (2008: 134) also defined LLS as "actions, behaviours, steps, or techniques that learners use (often deliberately) to improve their progress in development of their language competence".

Vocabulary Learning Strategies (VLS) are special ways, techniques, steps and actions that help the learners learn and acquire more new vocabulary. Intaraprasert (2004: 53) defined them as "any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand one's knowledge of vocabulary".

Stimulated Recall Methodology (SRM) is a qualitative and introspective research method (Nunan, 1992; Gass and Mackey, 2000 and 2005). It can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event (Lyle, 2003). This research method is widely used in educational research as an introspection procedure in which videotaped passages of behaviours are replayed to individuals to stimulate recall of their concurrent cognitive activity.

Motivation is defined as an inner drive or desire that moves learners to a particular action or a specific goal method (Brown, 1987). Brown (1980:128) defined it as 'a construct made up of certain attitudes'. Gardner (1985:10) described the "motivated learner" as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (cited in Ushida 2005). According to Ushida (2005), motivation plays a significant role in this model in three ways. First, it mediates any relation between language attitudes and language achievement. Second, it has a causal relationship with language anxiety. Third, it has a direct role in the informal learning context, showing the voluntary nature of the motivated learners' participation in informal L2 learning contexts.

Vocabulary is the core of any language learning process (Laufer, 1997). It is defined as the relationship between words and their meaning. Richards, Platt and Platt (1992: 400) defined the term vocabulary as "a set of lexemes which includes single words, compound words and idioms". Hornby, Cowie and Gimson (1984) mentioned that vocabulary is the total number of words which framework a language; and a range of words used by a learner or person. Therefore, a good knowledge of vocabulary facilitates learners' comprehension and understanding. Oxford (1990) explains that learners need to learn how to learn, and teachers need to learn how to facilitate this process and make it clear.

A word is "a unit formed of sounds or letters that have a meaning" (Sheeler and Markley, 2000:2). It is also defined by Richards et al. (1992: 406) as "the smallest of the linguistic units which can occur on its own in speech or writing".

Learners' and teachers' beliefs are different aspects of language that may influence the learners' or teachers' attitudes and motivation in language learning. They are sets of ideas or attitudes as to how to learn languages, effective strategies, appropriate classroom

behaviours, and their goals in learning (Richards and Schmidt, 2002). Wenden (1987a; 1970b) explained how beliefs affected the learners' choice and use of language learning strategies.

Strategy Inventory for Language Learning (SILL) was originally designed by Oxford (1990) to investigate and identify the learners' use of the language learning strategies that they use in language learning. Oxford divided LLS into the following six groups of strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Self-regulation (S²R) and the self-regulating capacity in vocabulary learning scale (the SRCvoc Scale) Tseng, Dörnyei and Schmitt (2006) developed the self-regulating capacity in vocabulary learning scale (the SRCvoc Scale) to assess S²R in vocabulary acquisition, and used it to measure the learners' self-regulatory capacity that will result in strategy use in the vocabulary learning process. Dörnyei (2005: 191) also mentioned that "self-regulation refers to the degree to which individuals are active participants in their own learning".

Tactics are specific techniques and actions (e.g. note-taking) that a learner uses to achieve an objective while they are learning. Oxford (2008: 41) mentioned that tactics "are the highly specific versions of those actions applied to particular L2 tasks, problems, or situations". Goh (1998: 125) explained that tactics are those specific steps taken "to assist or enhance comprehension".

Techniques are specific tasks or activities which actually take place in the classroom. They are widely used in teaching methods such as imitation and repetition techniques. Brown (1994:160) defined 'technique' as "any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives." Thus, in the current study, the strategies are presented as conscious learning techniques selected by the learners in order to facilitate their language learning.

1.9 Conclusion:

The current chapter provided and presented the introduction to the present investigation. It included a background study of the educational system of the context and the background of the participants who will be examined and investigated in the current study. It also discussed the aims, research questions, and structure of this thesis, and the definitions of terms related to the area of research.

The next chapter (Chapter 2) will provide the review of related literature of the current research study that divided into six parts: 1) definitions of language learning strategies in general; 2) definitions of vocabulary learning strategies; 3) the use of VLS and their importance in foreign language learning; 4) the role of consciousness; 5) strategic learning;

and 6) historical research of several studies related to the use of VLS in different foreign cultural contexts.

Chapter 2

Review of Related Literature

2.1 Introduction:

The present chapter primarily provides a historical investigation of Vocabulary Learning Strategies (VLS) and a discussion of what they are. The main aim is to define, describe, and explore the kinds of strategies (i.e., VLS) used by Libyan learners for learning foreign languages, and to deal with them as a specific subgroup of general Language Learning Strategies (LLS) used in vocabulary tasks and activities. This chapter also presents a review of how VLS are selected and used consciously or subconsciously by the language learners and; therefore, demonstrates the characteristics of VLS and their importance in foreign language learning.

In addition, the present chapter provides a historical timeline of vocabulary learning strategies use in foreign language contexts. Specifically, this chapter discusses and reviews many different studies of VLS used in language learning and, therefore, shows how other learners are learning the vocabulary of that foreign language and what strategies they use.

2.2 Definitions of Vocabulary Learning Strategies and Their Use(s):

It is very difficult to define learning strategies. As Oxford (1990: 17) argued, there is “no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined”. Various researchers and linguists define them in general as certain ways that are more effective and useful in learning a foreign language, and how to use them in learning new vocabulary with different levels (e.g., Ahmed, 1989; Schmitt, 1997; Cohen, 1998; Brown & Perry, 1991; Nation, 2001; Asgari & Mustapha, 2011). They have defined LLS as a scientific term by appeal to a wide range of synonyms such as ‘techniques’, ‘tactics’ and ‘skills’, with researchers describing their knowledge and understanding in slightly differing ways (Liang, 2009). Therefore, it is necessary to clarify the concepts and definitions of LLS and how other researchers have used this term in their studies. In what follows are some definitions that are organized in a chronological order given by famous authors, linguists, researchers, psychologists and teachers for language learning strategies in general. They have variously defined LLS as:

- “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975:43).
- “steps taken by the learner to aid the acquisition, storage, and retrieval of information” (Rigney, 1978:165).
- “an attempt to develop linguistic and sociolinguistic competence in the target language ... to incorporate these into one’s interlanguage competence” (Tarone, 1983: 67).

- “behaviors or thoughts that a learner engages in during learning that are intended to influence the learners’ encoding process” (Weinstein and Mayer, 1986: 315).
- “any set of operations, plans, or routines, used by learners to facilitate the obtaining, retrieval, storage and use of information” (Rubin, 1987: 19).
- “behaviors of a learner that are intended to influence how the learner processes information” (Mayer, 1988: 11).
- “techniques which students use to comprehend, store, and remember information and skills” (Chamot and Kupper, 1989: 9).
- “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (O’Malley & Chamot, 1990: 1).
- “steps taken by students to enhance their own learning... they are tools for active, self-directed involvement, which is essential for developing communicative competence” (Oxford, 1990: 1).
- “specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella & Oxford, 1992: 63).
- “measures taken by language learners to facilitate their own learning. They are tactics employed by an individual in attacking particular problems in particular contexts” (Morley, 1993: 118).
- “learning processes which are consciously selected by the learners and which may result in action taken to enhance the learning of a second or foreign language, through the storage retention, recall, and application of information about that language” (Cohen, 1998:4).
- “mental steps or operations that learners use to learn a new language and to regulate their efforts to do so” (Wenden, 1998: 18).
- “goal-directed actions that were used by learners to mediate their own learning” (Hall, 2001: 92).
- “ways in which learners attempts to work out the meaning and uses, grammatical rules, and the aspects of the language they are learning” (Richards and Schmidt, 2002: 301).
- “a series of actions a learner takes to facilitate completion of a learning task” (Gu, 2003: 3).
- “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (Oxford, 2003:8).
- “conscious thoughts and actions that learners take in order to achieve a learning goal” (Chamot, 2004: 14).
- “specific actions, behaviours, steps or techniques that learners use (often deliberately) to improve their progress in development of their competence” (Takač, 2008: 52).

- “processes of utmost importance when learning a second or a foreign language. They encompass those tactics and elements of the language learning process which depend on the learner and are related to personality factors, learning style, age, sex and cultural background” (Dóczy, 2011:138).
- “methods or techniques that can help improve and manage language comprehension, learning, and the retention of information, as well as performance” (Chang, Weng and Zakharova, 2013: 445).
- “deliberated thoughts, behaviors and means used in order to facilitate the individual’s learning in the process of foreign language learning” (Yayla, Kozikoglu & Celik, 2016: 3).

All the aforementioned definitions present different views and opinions of different researchers' interests in different areas of knowledge. Additionally, Hurd (2008: 220) cited that the definition of LLS has been described as: “*elusive*” according to Wenden and Rubin (1987: 7); “*fuzzy*” according to Ellis (1994: 529); and “*fluid*” according to Gu (2012: 348). Furthermore, Griffiths (2008: 87) explained that in defining language learning strategies as “activities consciously chosen by learners for the purpose of regulating their own language learning”, there are six important features for this definition when they are merged or combined. They are: 1) LLS are what students do, such as thinking, visualizing, or noticing, 2) the main characteristics of LLS is the degree of consciousness. Cohen (1998: 4) mentioned that “the element of consciousness is what distinguishes strategies from those processes that are not strategic”, 3) LLS are used to improve the learners’ competence in language learning. The use and choice (selection) of LLS to be used is related to the learners’ learning. There are many factors that can affect this choice of strategies (these factors are deeply discussed in Chapter three in this thesis) such as the individual factors (e.g., gender, age, learning style, and motivation), situational and social factors (e.g., culture, time, the method of teaching (materials and techniques), language Proficiency, and the subjects of study, 4) the main purpose for using LLS is to learn language. The learners’ strategic behaviours help them to learn the foreign language successfully, 5) as stated in the definition, the LLS are used for regulating and controlling their language learning (this will be deeply discussed in the second questionnaire in Chapter five in the present thesis). It is important to concentrate on self-regulated learning as the learners need to regulate their own language learning, and (6) the goal of LLS is to use them to facilitate the learning of the target language from skills. Those strategies are used when other language skills are used, such as communication strategies that are used for communication and vocabulary learning strategies that are used by language learners so they can regulate and manage their vocabulary learning, expand their vocabulary size, improve their knowledge of grammar, and

involve other resources such as TV, songs or movies, and all language skills can be included.

Several researchers defined LLS in general according to their own beliefs, opinions and views. I personally support and agree with Oxford and Crookall (1989) that regardless of what those strategies are called or named with a wide range of synonyms such as: *steps* (Takač, 2008), *techniques* (Purpura, 1999), *processes* (Cohen, 1998; Dóczy, 2011), *actions* (Oxford, 1990; Hall 2001), *tactics* (Goh, 1998 - 2002), and *behaviours* and *thoughts* (Weinstein and Mayer, 1986; O'Malley and Chamot, 1990; Chamot 2004; Yayla et al, 2016), since they used to help and support, and enhance the learners' ability to learn the foreign language, solve certain problems and difficulties, develop learning skills and tasks, and improve their performance more efficiently, effectively, or autonomously (Enciso, 2010: 1).

In the present thesis, VLS are generally and specifically a part of LLS, which are defined as processes and techniques taken or used by the language learners in order to develop, improve, and enhance their language learning. They are those parts of language learning strategies used to facilitate the learning of foreign language vocabulary. Nation (2001: 217) stated that VLS can be defined by the following: 1) they involve choice, that is, there are several strategies to choose from, 2) they are complex, i.e., consisting of several steps to learn, 3) they require knowledge and benefit from training, and 4) they increase the efficiency of vocabulary learning and use.

When learning and understanding the vocabulary of the foreign language, learners use different ways, behaviours, steps, and actions that help them to learn and acquire more vocabulary. The main comprehensive definitions of VLS were given by Takač (2008: 106). He defined VLS as those “activities, behaviours, steps or techniques used by learners (often deliberately) to facilitate vocabulary learning. Vocabulary learning strategies can help learners to discover lexical items (both their meaning and form), and to internalise, store, retrieve and actively use these in language production”.

VLS are defined in this study as the techniques used by the foreign language learners to help them in their vocabulary learning. Several definitions of vocabulary learning strategies have been used in foreign language learning since the 1970s. Table (2.1) presents and illustrates multiple different definitions for of VLS according to different researchers and authors.

Table 2.1: Definitions of Vocabulary Learning Strategies:

Definitions of VLS		
1	Schmitt (1997: 6)	The processes by which information is obtained, stored, retrieved, and used (cf. Rubin 1987: 29)
2	Cameron (2001: 92)	Actions that learners take to help themselves understand and remember vocabulary items.

3	Catalán (2003: 56)	Processes or strategies used in order to learn vocabulary as well as steps or actions taken by students: a) to find out the meaning of unknown words, b) to retain them in long-term memory, c) to recall them at will, and d) to use them in oral or written mode.
4	Intaraprasert (2005: 9)	Any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary
5	Klapper (2008: 163)	Appropriate techniques to help language learners' access and learn new words.
6	Takač (2008: 52)	Specific strategies which are utilised in the isolated task of learning vocabulary in the target language.
7	Gu (2010b: 116)	- An indispensable tool in describing and explaining the vocabulary development of a foreign language - A tool in empowering learners to make wise decisions in terms of what to learn and how to learn.
8	Asgari and Mustapha (2011:85)	Steps taken by the language learners to acquire new English words.
9	Chang, Weng, and Zakharova (2013:445)	Those strategies which a learner uses to improve vocabulary acquisition.
10	Askar (2016:416)	Any devices, tools or techniques used by the language learners to retain their vocabulary.

According to Gu (1994), there are certain learning strategies that are used by language learners for the acquisition of new words. Furthermore, Nation (2001) claimed that VLS facilitates the language learners to take responsibility for their own learning. According to Kafipour, Yazdi, Soori, and Shokrpour (2011: 65), students generally reported that “any techniques or tools which can be used to learn vocabularies quickly, easily and independently are called vocabulary learning strategy”. Boonkongsan (2012: 46) concluded that, with reference to the variety of definitions of the term, “VLSs’ has been used to refer to the purposeful steps, actions or mental processes that the learners employ, more or less consciously, with the purpose of facilitating vocabulary learning. These processes lead the interventions that enhance vocabulary skills in the target language”.

2.2.1 The Role of Consciousness

VLS are selected and used consciously or subconsciously by the language learners according to their level of awareness and cognition. Many researchers (e.g., Naiman, Frohlich and Todesco, 1975; Oxford, 1985; Wenden, 1985; Gu, 1994; Cohen, 1998; Yang, 1999; Takač, 2008) have suggested that the conscious use of language learning strategies makes good language learners. For example, O’Malley and Chamot (1990) stated that the successful foreign language learners are aware of the strategies they use and employ, and why they use them. Furthermore, Pressley and McCormick (1995) argued that language learning strategies are consciously “controllable” as means for learners to achieve their learning goals.

Additionally, Oxford and Leaver (1996) divided consciousness into five aspects or stages: no consciousness, awareness, attention, intentionality, and control. They discussed how at the first level of strategy, instruction includes no language learner consciousness strategies at all. At the second level, awareness of strategy use takes part in strategy assessment, such as in surveys, diaries and think-aloud-- those activities that help language learners to assess and evaluate their strategy use-- and when reminding the learners to the strategies used. At the third level, learners pay attention to their own and others' use of strategies in learning a language. The teachers sometimes ask their students to give advice about the learning strategies they use at school or home. At the fourth level, intentionality, which is related to motivation, takes a place when the learners have special attitudes and beliefs to develop their learning strategies and use. At the fifth level, learners are skilful users of learning strategy and can control their strategy use.

In the same vein, Cohen (1998: 4) defined learning strategies as “those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recollection and application of information about that language”. Cohen also stated that the element of conscious choice is important to the language learning strategy concept because “the element of consciousness is what distinguishes strategies from those processes that are not strategic”. He explained that learners who select learning strategies must be, at least partially, aware of them even if they are not attending to them fully. Hsiao and Oxford (2002) similarly stated that a strategy implies conscious movement toward a goal. They explained that all strategies must be controllable because they are steps that learners take in order to manage their learning and achieve desired goals.

2.2.2 Strategic Learning

Strategic learning is learning in which learners construct their own meanings and become aware of their own thinking (Azer, 2008). Gu (2010a: 2) defined strategic learning as “ways of tackling the learning task at hand and managing the self in overseeing the learning process ... under the constraints of the learning situation and learning context for the purpose of learning success” (cited in Oxford, 2011). It is also the actual strategies and techniques the learners apply to enhance their own learning within their learning context. Weinstein, Husman and Dierking (2000) listed three critical characteristics of strategic learning: a) goal-directed, b) intentionally invoked, and (c) effortful. Moreover, those learners with strategic language learning become more efficient, resourceful, and flexible.

According to Tseng, Dörnyei and Schmitt (2006), strategic learning (learning strategy use) has normally been measured by self-report questionnaires because it is driven by mental processes that cannot be found in direct observation.

According to Gu (2010a), strategic learning refers to the learner’s active, intentional engagement in the learning process by selectively attending to a learning problem, mobilizing available resources, deciding on the best available plan for action, carrying out the plan, monitoring the performance, and evaluating the results for future action. The purpose of strategic learning is to solve a learning problem, perform a novel task, accelerate the learning rate, or to achieve overall learning success (as shown in Figure 2.1). Gu (2010a: 1) stated that “strategic, self-regulated learning lies at the heart of second/foreign language acquisition” (cited in Oxford, 2011). Learning strategies can help the learners “to control and regulate their own learning, thus making it easier and more effective” (Oxford, 2011: 12).

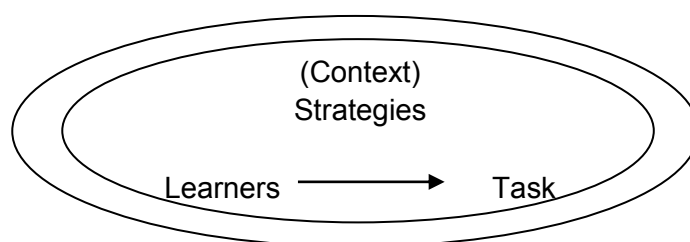


Figure 2.1: Explaining Strategic Learning (Gu, 2012)

2.3 The Characteristics of VLS

The main characteristics of VLS are that they facilitate vocabulary learning. The use of VLS in language learning generally has a number of characteristics as they are the learners’ ways to learn the language. As Lessard-Clouston (1997) explained: 1) LLS are learner generated because they are steps taken by language learners, 2) LLS enhance language learning and they help to develop language competence because they reflect in the learner’s skills in listening, speaking, reading and writing the FL, 3) LLS may be visible because they are techniques, steps, behaviours, thoughts, mental processes and others, and 4) LLS involve information and memory, as vocabulary knowledge and grammar rules.

Oxford (1990) presented the following characteristics of LLSs used in language learning: they allow learners to become more self-directed and more independent; they expand the role of language teachers; they are problem-oriented; they involve many aspects, not just the cognitive aspect; they can be taught; they are flexible; and they are influenced by a variety of factors. Oxford (1990:9) also explained them as features which: 1) contribute to the main goal, communicative competence, 2) allow learners to become more self-directed and independent learners, 3) expand the role of teachers, 4) are problem-oriented, 5) are specific actions taken by the learners, 6) involve many aspects of the learner, not just the cognitive, 7) support learning both directly and indirectly, 8) are not always observable, 9) are often conscious, 10) are able to be taught, 11) are flexible, and (12) are influenced by a variety of factors.

When using the communicative approach in language learning, the ultimate goal is achieving communicative competence (Hymes, 1971; Richards, 2006). Canale and Swain (1980) listed four components, which constitute the structure of communicative competence: 1. *Grammatical competence*: is the knowledge of vocabulary and their rules of morphology, syntax, sentence/grammar semantics, and phonology, 2. *Sociolinguistic competence*: is the knowledge of the sociocultural rules of language, 3. *Discourse competence*: is the knowledge of grammatical competence above the level of a single sentence, and, 4. *Strategic competence*: is the knowledge of both verbal and non-verbal strategy-use to compensate for communication breakdowns.

According to Chamot (2001), the two main purposes of language learning strategy research are to: a) identify and compare those strategies used by more and less successful language learners and b) provide instruction to less successful language learners that helps them become more successful and independent in their language learning.

2.4 The Importance of VLS in Foreign Language Learning

Vocabulary learning strategies are very important in learning foreign language vocabulary because they help learners to become better and more self-directed language learners, and enables them to learn more vocabulary (Oxford, 1990; Ansarin et al., 2012; Ogenyi, 2014). Some researchers (e.g., Oxford, 1990) described them as very important strategies that are used to facilitate language learning, acquisition, or use in the FL classroom to increase the learners' motivation and self-confidence. Nation (1993: 124) noted that "broad vocabulary growth depends on vocabulary learning strategies that are independent of subject matter knowledge".

The importance of vocabulary in the FL learning process has been widely studied, and a number of specific strategies for learning foreign language vocabulary have been described and identified by many researchers (e.g., Ahmed 1998; Oxford 1990; Schmitt, 1997).

According to Weinstein and Mayer 1986, the importance of LLS in language use and learning is to "affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organises or interacts with new knowledge". Furthermore, Oxford (1990) stated the LLS "... are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".

To develop certain skills, Fedderholdt (1997) stated that the language learner, who is able to use a wide variety of language learning strategies appropriately, can improve and develop his language skills in a better way. Therefore, in language learning, Chamot (2005) stated that learning strategies are very important in FL learning and teaching for two reasons:

(1) in investigating and examining the strategies used by those learners during the language learning process, many results can be gained from different types of strategies, which are involved in language learning, and (2) Less successful language learners can be taught new strategies, which help them to become better language learners. Along the same lines, for language learning purposes, Wu (2005) stated that VLS are very important because the learners can use them to facilitate their vocabulary acquisition. Additionally, Cohen (2007) stated that there are many purposes, for which language learner strategies are important; because: 1) language learning strategies are used to enhance learning, 2) they are used to perform specified tasks, 3) they are used to solve specific problems, 4) they are used to make learning easier, faster and more enjoyable, and 5) they are used to compensate for a deficit in learning. However, Takač (2008) mentioned that LLSs are very important as they reflect the conscious efforts that the L₂ learners make in learning. He also explained that these strategies can affect success or failure in L₂ learning.

According to Boonkongaeen (2012: 46), several researchers highlighted other reasons for the importance of VLS. They are listed as follows:

- Strategies can increase learners' autonomy, independence, and self-direction (Oxford and Nyikos, 1989).
- VLS help stimulate explicit vocabulary learning, which involves many aspects, such as making conscious efforts to notice new vocabulary items, selective attending, and storing into long-term memory (Ellis, 1994).
- It is imperative for the teacher to support their students to learn "how to learn" and acquire new vocabulary on their own (Sokmen, 1997).
- VLS are considered important and have received much attention in the area of second language learning and vocabulary learning (Schmitt, 2000)
- All learning strategies including VLS are to facilitate learners to take control of their own learning so that they can take responsibility for their own studies. Furthermore, for students of any languages, a large number of new vocabulary items can be acquired with the assistance of VLSs (Nation, 2001).
- Learner independence has always been recognized important by a number of linguists in the process of vocabulary acquisition (Hamzah et al., 2009).

From my personal experience as an English Language teacher, VLS are always necessary in teaching and learning vocabulary, because they help the students to learn how to acquire and discover the meaning of new words, how to store and remember previously learnt words, how to use the words in context and how to learn more new words (Rojananak and Vitayapirak, 2015).

2.5 Research on VLS from Around the World

Different researchers have studied VLS in different foreign language contexts. This is because the cultural background of the learners can affect strategy use, attitude, and strategy assessment (Reid, 1995 & Oxford, 1996). For example, the Asian context (e.g., China, Korea, Taiwan, Japan, Turkey, Iran, and others) has been studied by many different researchers, including Oxford and her associates, Schmitt, Gu, Ok, Lee, Nation, Su, Kudo, Wu, and others.

All of the following studies are specifically about identifying the VLS in several different EFL contexts as illustrated in Table (2.2).

Table 2.2: A list of studies about VLS in several EFL contexts:

No	Researcher	Year	Context	Research Method(s) for data collection	Factor
<u>Arab context:</u>					
1	Ahmed	1989	Sudan	Think aloud + Interview + direct observation + questionnaire	
2	Aljdee	2011	Libya	Questionnaire + two tests	
3	Ababneh	2013	Jordan	Questionnaire	Gender + Academic major
4	Alharthi	2014	Saudi Arabia	Questionnaire + semi-structured interviews	
5	Seffar	2014	Morocco	Questionnaire	Gender + proficiency
6	Askar	2016	Kurdistan	Questionnaire	Gender + + Field of study
<u>Other contexts</u>					
1	Gu and Johnson	1996	China	Questionnaire + test: Proficiency measures + vocabulary size test	
2	Lawson and Hogben	1996	Australia	Observation + think aloud procedure	
3	Schmitt	1997	Japan	Questionnaire	
4	Kojic-Sabo & Lightbown	1999	Two environments: Canada+Yugoslavia	questionnaire + cloze test + vocabulary size test	
5	Kudo	1999	Japan	Questionnaire	
6	Gu	2002	China	Vocabulary learning questionnaire	Gender + academic major
7	Fan	2003	Hong Kong	A vocabulary test + Vocabulary learning strategy questionnaire	
8	Intaraprasert	2005	Thailand	Open-ended strategy questionnaire + semi-structured interview	
9	Wu	2005	Taiwan	Questionnaire	
10	Lee	2007	Korea	Vocabulary levels tests	Gender
11	Takač	2008	EFL context	Questionnaire	
12	Çelik and Toptaş	2010	Turkey	Questionnaire (survey)	Students' levels
13	Asgari and Mustapha	2011	Malaysia	Open interview	
14	Jafari and Ajideh	2012	Iran	Two sets of questionnaires	
15	Nemati	2013	Iran	1- Nelson Proficiency Test: 2- Treatment material 3- Vocabulary Knowledge Scale	
16	Zarrin and Khan	2014	India	Vocabulary learning strategies questionnaire	
17	Rojananak and Vitayapirak	2015	Ladkrabang – Thailand	A questionnaire adopted from Schmitt's taxonomy	Students' Level + field of study

Research on the use vocabulary learning strategies has focused on: a) the classification, description, and importance of those strategies, b) the frequency of use, c) the factors which might affect the strategies choice or use such as gender, age, cultural background, and the proficiency level, d) the method(s) used for assessing strategy use, and (e) language strategy training. Many research methods have been used to investigate VLS. They include questionnaires, oral interviews, tests, observation, verbal report methods, and diaries (Macaro, 2001; Gass & Mackey, 2005). As a result, each study will be described according to the following points:

- The aims and description of the study, or the research questions.
- The place or context of the study.
- The participants or the subjects of the study.
- The different methods used for collecting data and investigation.
- Differences in learners' age, level, cultural background, and gender that have effects on the use of strategies.
- The results obtained.

The history of research into learning strategies started Rubin (1975), who was the first to study and search for language learning strategies. Most researches and studies aimed to serve language learners in improving and developing their strategies to become more successful and better learners.

In the Arab context, a very well-known study was Ahmed, (1989) who used an interview and direct observation during think-aloud procedures to examine the use of vocabulary learning strategies by 300 Sudanese university students of English. He mainly aimed to identify which types of = micro-strategies were used by those learners and to assess how frequently they were used. It also aimed to discover if there are any differences in using those strategies between good and poor learners. Ahmed divided the participants into several groups of 'good' students and 'poor' students and both used 38 types of micro strategies (such as writing and repeating aloud), grouped into 6 types of macro strategies (such as dictionary use, memorization, information sources, practice, note-taking, and preferred source of information). Three methods were used to collect data: a think-aloud task, which requires the subject to perform a learning task and to observe his performance while he is doing it, a direct observation, and an interview. In the think-aloud task, the participants were individually given three practice tasks in each session of two hours. Each learner was given a list of 14 new words different from other learners. Two dictionaries were provided for the learners to use: one monolingual English dictionary and the other bilingual English-Arabic dictionary. The observation was used to collect data during the think-aloud task. For example, the learner uses the dictionary to get the meaning from a monolingual

rather than bilingual dictionary. The subjects were then interviewed for about 20 minutes to talk about their strategies for learning words using a questionnaire. This questionnaire contained a list of strategies from the pilot studies. The first part was about what sources of information the learners used to find out the difficult words. The second part was concerned with the dictionary use; for instance, which dictionary the subject used and what were they looking for in it. The third part was concerned with note taking and other micro-strategies. The fourth part dealt with practice and memorization. By using cluster analysis, Ahmed found that the good achieving students in the three clusters used more evident and greater awareness of their new vocabulary learning. By contrast, the poor students in the two underachieving groups showed little use of strategies associated with less awareness about their new and existing knowledge. Ahmed also found that the most commonly used strategy by all participants was note-taking and also dictionary use. However, it is important to mention that in this study there is a variation in the effectiveness with which good and underachieving learners made use of those strategies in learning vocabulary. As the first study aimed to look at vocabulary learning strategies as a group, and attempt to correlate clusters of different strategies of each learner with success in learning.

In Libya, Aljdee (2011) identified the range and frequency of VLS of 56 final year students' specialists in English language at the University of the 7th April. The students were asked to complete a questionnaire and the results of two tests were used to value the learners' vocabulary knowledge in terms of reception and controlled production. The results revealed that a wide range of VLS was used by Libyan EFL learners. For instance, discovery strategies (e.g., using dictionaries and guessing meaning from context) have been frequently used more than consolidation strategies (e.g., practising in groups, making word lists, or assessing vocabulary knowledge). Although the tests' results showed that the learners' receptive and controlled productive vocabulary knowledge was very low, the correlations between the learners' vocabulary knowledge and some VLS were positive such as: searching a monolingual dictionary, guessing meaning from context, making lists of words, and using media. Therefore, the EFL/ESL learners needed to focus on a range of VLS such as group learning in classrooms, making lists of word, talking to native speakers in order to build their vocabulary, enhance incidental learning, and contribute to developing their vocabulary knowledge.

In Jordan, Ababneh (2013) identified the strategies used by 128 Al-Huson University College students' in dealing with new vocabulary in learning English, and the effect of the two factors: gender and the academic major on their use of those strategies when they read English texts. The students were asked to answer the questionnaire in English. The results revealed that the students, first, searched for the new words and then asked about them with the mean of 2.96. Second, guessing the meaning of the new vocabulary by its grammatical

part of speech with the mean of 2.74. However, 'skipping the meaning' was the least-used strategy, with a mean of 1.80. It is noticed that both gender and the academic major do not have an important effect on the students' use of strategies. Ababneh suggested that a larger sample that includes students from all the universities in Jordan would be more representative. Furthermore a comparative study that compares between the strategies used in English new vocabulary as opposed to Arabic ones is probably worth to be carried out.

In Saudi Arabia, Alharthi (2014) used a questionnaire and semi-structured interviews to identify the VLS used by FL learners to enrich their English word growth. The participants were Arabic learners of English before and after completion of a BA course. The results revealed that the use of rote learning (repeating an English item with its Arabic translation) led to more attrition in receptive word knowledge. Furthermore, note taking strategies such as writing an English item with its synonym and definition emerged as a positive predictor of the learners' retention in receptive and productive word knowledge. However, Alharthi concluded that the results revealed that the study participants used only shallow strategies that are easy and quick to use, such as rote learning and note taking, over the course of the study.

In Morocco, Seffar (2014) investigated the VLS used by 124 Moroccan University students (60 males and 64 females) studying English as a FL. The VLS were identified using Oxford's (1990) SILL, gender and proficiency are also considered and determined by the learners' level. The results showed that the learners reported that the compensation strategies are the most-often used, whereas affective strategies were the least. Female students used more strategies than males. In addition, the results revealed that the students in fourth year used compensation and memory strategies more often, whereas first year students used metacognitive, cognitive, affective and social strategies more often. It is clear from the results that the students' gender and proficiency have a significant relationship with their use of learning strategies.

In Kurdistan (Iraq), Askar (2016) explored the VLS used by 466 participants studying English Language teaching (ELT) and English Language and literature (ELL) in the Duhok University. A questionnaire of five likert scale was used to collect the data. The results revealed that female students (%57.3) used more strategies than males (%42.7). In addition, ELT were more often strategy-users than ELL. The most strategies used were: use of English Language internet, taking notes in class, using a bilingual dictionary, imaging a word's meaning and use of a monolingual dictionary. The least-used strategies used were: testing with parents, (if they knew English), asking your school teacher for Kurdish translation, asking your teacher to check your words lists, listening to English radio programs and reading an English language newspaper. According to the results of the study, the

students were familiar with limited VLSs. For example, the medium level of VLS use indicated that the students were not quite aware of different VLSs. Therefore, this study can assist both the teachers and the students to have more knowledge on VLSs.

In other contexts: in China, Gu and Johnson (1996) used a questionnaire and a test to identify and investigate the vocabulary learning strategies used by 850 Chinese university students of non-English majors in Beijing. They aimed to explore the relationship between those strategies and English learning outcomes and, therefore, correlated the findings with the vocabulary size test and language proficiency. The questionnaire was used to discover the students' beliefs about vocabulary learning and their self-reported vocabulary learning strategies. Similar to Ahmed (1989), they also used cluster analysis and identified five different approaches to vocabulary learning. They separated the respondents into 5 different groups: 1) Readers - the most successful group. It was a small group of learners which tended to acquire most of their vocabulary from reading in English, and had beliefs about the importance of learning or guessing words in context and memorization. 2) Active strategy users – which was open for the wide variety of VLS. 3-4) encoders and non-encoders - most of the participants were in those two groups, and their use of VLS was in the middle. And 5) passive strategy users- who frequently used memorising vocabulary and visual repetition of word lists. They concluded that both direct and indirect approaches to vocabulary learning can be useful. The results showed the positive or negative correlation relationship between the VLS beliefs and vocabulary size and proficiency. The participants did not use memorization strategies and used other strategies of more meaning-oriented in learning new vocabulary. At the cognitive level, the VLS of contextual guessing, skilful dictionary use, paying attention to word formation, contextual encoding, and using newly learned words helped improve the participants' tests scores. Furthermore, oral repetition positively correlated with general proficiency. Visual repetition of the new words negatively correlated with both the vocabulary size test and proficiency.

In Australia, Lawson and Hogben (1996) used a think-aloud protocol and investigated which strategies a group of 15 female advanced-level university students used in learning 12 new Italian words. Those words were at the front of the index cards and written alone and in context. Then, the students were given a test with words listed in a single list and they were asked to mark the words they knew for sure. They had access to a dictionary of definitions in English. Lawson and Hogben observed the strategies being used by the participants. They also tested how well each word was learned and correlated strategy use with recall of the word's meaning. They found that the students who recalled more of the learned words later had used a greater range of learning strategies and used them more often than their poorer performing counterparts. They stated that this procedure can provide information on what these students could do in this situation different from what they might do in other situations.

Lawson and Hogben (1996: 131) explained that it is important to “distinguish between the use of context for generation of meaning of a new word and the use of context for acquisition of the meaning for subsequent recall”. However, one of the most surprising findings of this study was the lack of positive association between the context and the recall of the word’s meaning. The results of the Lawson and Hogben’s study revealed that the repetition strategies and neglect of word feature analysis were most used. They concluded that “... if students are not aware of the advantages of these procedures for some vocabulary acquisition situations, there is a need to press this point more directly during language teaching”. Furthermore, the results showed that learning strategies such as analysing the word parts, paraphrasing, or using the semantic context were less frequently used. They argued that the distinction between learning and comprehension purposes can be reasonable (does not mean it is useful). Based on the purposes, they suggest that the learner makes a decision about the length of time over which the meaning of the new word must be held. For example, the reader may need more than one minute to understand the meaning of the new word (comprehension purposes).

The most prominent and comprehensive study in the area of VLS is by Schmitt (1997). He used a questionnaire to investigate the vocabulary learning strategies of 600 Japanese learners in four different age groups to determine and rate which strategies they found as helpful and which they actually used. The students were divided into 150 students from junior high school students, high school students, university students, and adult learners. Schmitt used Oxford’s (1990) taxonomy of LLS to prepare his taxonomy of VLS and the questionnaire. He divided VLS into discovery strategies for learning a new word’s meaning and consolidation strategies for learning and remembering a word where and when needed (will be discussed in Chapter 3 with more details). The students were asked to respond whether they thought it was helpful or not by choosing yes or no. Therefore, this questionnaire collected information about strategy use, perceptions of individual strategy helpfulness, and a rating of the most helpful discovery and consolidation strategies.

Table 2.3: The Results of the Most and Least Important Strategies Used (Schmitt, 1997)

Most used Strategies (Schmitt, 1997)				
Rank	Discovery Strategies	%	Consolidate Strategies	%
1	Bilingual dictionary (Arabic – English)	85		
2			Verbal repetition	76
3			Written repetition	76
4			Study the spelling	74
5	Guess from textual context	74		
6	Ask classmates for meaning	73		

Least used Strategies (Schmitt, 1997)				
Rank	Discovery strategies	%	Consolidate strategies	%
36			Use physical action	13
37	Check for L ₁ cognate	11		
38			Use cognates in study	10
39			Use semantic maps	9
40			Teachers check flash cards	3

Table 2.4: The Results of the Most and Least Helpful Strategies (Schmitt, 1997):

Most Helpful Strategies				
Rank	Discovery strategies	%	Consolidate strategies	%
1	Bilingual dictionary	95		
2			Say new word aloud	91
3			Written repetition	91
4			Connect word with synonyms/ antonyms	88
5			Continue over time	87
6			Study the spelling	87
Least Helpful Strategies				
Rank	Discovery Strategies	%	Consolidate Strategies	%
36			Image word's meaning	38
37			Use cognates in study	34
38			Keyword method	31
39			Image word form	22
40	Skip or pass new word	16		

The results above in Table (2.3) and Table (2.4) showed that six VLS were the most helpful and frequently used strategies: using a bilingual dictionary, written repetition, verbal repetition, loudly verbalising a new word, studying a word's spelling and taking notes in class. However, Schmitt mentioned that VLS use does not change according to the user's gender or age. He stated that "the pattern of use for some strategies does change over time". He also suggested that the results may be different for learners with a different L₁.

Kojic-Sabo and Lightbown (1999) used a questionnaire to study two different environments: 1) where English was studied as a second language, and 2) where English was studied as a foreign language. Three instruments for collecting data were used: a questionnaire, tests for assessing vocabulary knowledge (Yes/No test), and a measure of general language proficiency (cloze test). The questionnaire was given to 47 ESL and 43 EFL students to report the amount of time they spent, the type of language activities they did, the learners' independence and the frequency of note-taking, and the dictionaries they used in vocabulary learning. The students were asked to report the amount of time they spent on vocabulary learning, the extent to which they engaged in independent language study, the type of vocabulary learning activities they regularly did, the frequency of their note-taking and reviewing efforts, and the frequency with which they used dictionaries. By using cluster

analysis, Kojic-Sabo and Lightbown found the time spent learning vocabulary and learner independence as the two most important factors related to success for a high level of achievement in vocabulary learning. Thus, if students spend more time on their own using and learning more effective vocabulary learning strategies in a given vocabulary task, vocabulary learning will be more successful. The following conclusions were found in their study (Kojic-Sabo & Lightbown, 1999) of students' approaches to vocabulary learning and their relationship to success: 1) more frequent strategy use was associated with higher levels of achievement, and 2) lack of self-reported effort on a student's part was linked to poor performance.

In the same vein as Schmitt's (1997) study, Kudo (1999) used a questionnaire in his two studies to describe and identify VLS and how to categorize those strategies. He concentrated on two elements: cognitive psychology and second language acquisition. In his pilot study, he used a questionnaire to collect data from 325 Japanese senior high school students. Descriptive statistics and factor analysis were used to indicate and record the frequency of 56 strategies of four categories (memory, cognitive, social, and metacognitive). In his main study, Kudo used the same questionnaire to report the VLS used by 504 Japanese senior high school students. Descriptive statistics was used to indicate the means of the categories in order to compare them with his pilot study. The questionnaire was based on Schmitt's (1997) taxonomy because it was frequently used and it can be used with different ages of students. It contains two sections: 1) questions about the participant to gain more personal information, and (2) 56 items about VLS (about 14 in four groups). The results showed that the mean of the cognitive strategies was the most frequent group used memory strategies was the second most-used, the metacognitive group was in the middle, and social strategies were the least used group. Use of a bilingual dictionary has been the most frequently used. However, Kudo in his study concluded that there are some point that are not clear in the questionnaire. He argued that the six likert-type-scale (never to always) may have been fuzzy and ambiguous because the interpretations of these scales can change according to the context.

Gu (2002) focused his study on two factors, gender and academic major, and how they are related to VLS in the Chinese EFL context. He aimed: 1) to differentiate between male and female Chinese EFL students in vocabulary size and general English proficiency, 2) to discover whether academic major play an important role in these students' vocabulary size and general proficiency, and 3) to explore the relationship between gender/academic major and VLS Chinese students use. The students participating were all second year students of non-English majors from Beijing Normal University. Gu used a vocabulary learning questionnaire, which was adapted from Gu and Johnson (1996). Gu's questionnaire included three sections: personal information, 17 statements about the students' beliefs

about vocabulary learning, and 91 vocabulary learning behaviours: metacognitive regulation and cognitive strategies. Furthermore, Gu used a vocabulary size test, which was adapted from Goulden, Nation and Read's (1990). The students were asked to give a Chinese equivalent, a synonym, or paraphrase for the meaning of fifty English words. The results showed that female students were more successful in language learning (in both vocabulary size and general proficiency) than male students. However, Gu concentrated on the fact that gender was determined as an important factor in VLS whereas academic major was found less important factor than gender in vocabulary learning. Art students were better than science students on general proficiency but not on vocabulary size.

In Hong Kong, Fan (2003) aimed to identify: 1) the strategies used most and least by the students, 2) the discrepancies between frequency of used and perceived usefulness of strategies, 3) the strategies used by the student who are proficient in L₂ vocabulary, and 4) types of strategies, which are especially relevant to learning high- and low-frequency words. Fan (2003) used a vocabulary test and a vocabulary learning strategy questionnaire to study 1,067 first year degree students of different disciplines – 40% male and 60% females - in Hong Kong. The vocabulary test was used to determine vocabulary size to identify the students who were proficient in English vocabulary. The questionnaire was used for understanding the strategy-use of the students and to identify the strategies that lead to success in learning L₂. The results revealed that understanding the meaning from context using the dictionary and recalling the meaning of the new words to help with reading are the most frequent strategies used. There was only one strategy which is the keyword technique that was not useful and seldom used. Fan (2003) found that those participants, who were the most proficient in using English vocabulary, were more strategic than those who were less proficient students. Fan (2003) recommended three types of learning and teaching L₂ vocabulary: 1) strategies, which are perceived to be useful, often used, and used significantly more often by the most proficient students such as using dictionaries to discover the contextual meaning of new words, 2) strategies, which were perceived to be useful and seldom used, but found to be related to high vocabulary proficiency such as the management and sources strategies, and 3) strategies seldom used and perceived as not too useful but significantly more often-used by more proficient students than by students with lower vocabulary such as "I think about my progress in learning vocabulary".

The results provided valuable information about the strategy use of Hong Kong students when learning English vocabulary, and identified strategies that may be relevant to success in learning L₂ vocabulary and in learning of high and low-frequency words. They have also shed some light on the relationships among how frequently strategies are used, how useful they are perceived to be, and how useful they actually are in enlarging the

vocabulary of learners. Therefore, it is necessary to develop the knowledge of L₂ strategy-use in learning and teaching of L2 vocabulary.

Intaraprasert (2005) used an open-ended strategy questionnaire and a semi-structured student interview to report the VLS used by 133 EST students at Suranaree University of Technology in Northeast Thailand. Those students study English for Science and Technology. This study aims mainly to find:

- The strategies to discover the meaning of a new word comprising ten individual strategies.
- The strategies to retain the knowledge of newly-learned vocabulary items comprising eleven strategies.

Intaraprasert (2005) asked three open-ended questions to the participants as the guide for them to provide information about their VLS to answer the research questions which are: 1) what type of strategies do ESL students employ in order to deal with new vocabulary items, and 2) what are the implications of these research findings for the teaching and learning of English for EST students? For the research first question, the results showed that the students reported that they use a Thai-English dictionary - an English-Thai dictionary, an English-English dictionary, guess the meaning from context, ask their classmates or friends, ask their teacher, ask someone else, look at the word roots, prefixes or suffixes, and use an electronic dictionary to discover the meaning of new vocabulary items. These are grouped as dictionary group, social strategies, and contextual reliance. To answer the second research question, the participants were also asked to report their memorise with or without a word list, keep a vocabulary notebook, group words based on the synonymity or anonymity, associate new words with the already-learned ones, use new words in writing, use new words to converse with peers, speak Thai with English loan-words, keep words as the computer background, keep word cards or word charts in one's bedroom, keep words as rhymes or songs, and use pictures to retain the knowledge of newly-learned lexical items.

Wu (2005) used a questionnaire to identify the vocabulary learning strategies used by 303 Taiwanese students by rating the use and helpfulness of VLS. The participants divided into 101 eighth-graders from a public junior high school, 90 students from eleventh-graders from a public senior high school and 112 sophomore students from the Applied Foreign Language Department at the private university in the Kaoshiung area. Wu (2005) stated that "it is important to gain information on the vocabulary learning strategies learners actually used to facilitate their vocabulary acquisition as well as how helpful learners believe these learning strategies to be". This study aims to find out: 1) the top five most used vocabulary learning strategies used by Taiwanese students, 2) the students' perceptions regarding the top five most helpful vocabulary learning strategies, and (3) whether the patterns of

vocabulary use changed among students of different age groups. The questionnaire was based on Schmitt's (1997) taxonomy and also on the translated version of these strategies adopted in Chen's (1998) where some items were changed because of cultural differences. The results showed that using electronic and bilingual dictionaries, guessing from context, and asking classmates for meaning are the strategies most-used by the participants. The results also indicated that the patterns of strategy-use to discover a new word's meaning had a great deal among the three different age groups. Although the questionnaire shows that the students generally consider effective strategy-use, the test results show differently. This reveals a conflict between students' own perception of strategy use and their actual test results after using these strategies.

Lee (2007) used the vocabulary learning strategy survey adopted from Schmitt's (1997) and the vocabulary levels tests taken from Schmitt (2000) to measure and assess the vocabulary learning strategies of 466 students of two Korean universities. The purpose of Lee's study was to:-

- identify the use of English vocabulary learning strategies of those Korean university students,
- examine if there is any gender difference in strategy use, and
- investigate if there is any relationship between vocabulary size and strategy use. The results showed that the use of a bilingual dictionary, loudly verbalising a word when studying, and studying the sound of a word are the most frequent strategies used.

However, the participants found that practising words using flash cards, studying words with a pictorial representation of its meaning, and practising in groups were the least useful strategies. Lee (2007) found that the students with high vocabulary size used strategies more frequently than those with low vocabulary size and, therefore, this difference was noticeable in memory strategy-use. However, no gender effect was found on the strategy-use.

Takač (2008) used a questionnaire to identify VLS used by elementary school learners of English as a FL. Takač described three studies: 1) the development of a reliable and valid instrument for measuring the frequency of VLS use and to classify the VLS, 2) the relationship between vocabulary teaching and VLS, and (3) the differences in the strategic approach to vocabulary learning by learners of two foreign languages. In his pilot study, this questionnaire was given to 99 primary school learners at three different levels and from three different schools. The results showed that the questionnaire items were quite extensive; as a result, it is important to give the questionnaire a large sample. In his main study, the same questionnaire, only the VLS list was reduced to 53 statements or items, has been given to 358 learners from 17 classes and eight different schools participated. Many factor analyses

have been used to conduct on the variables about VLS sample. The initial inventory was limited to 27 items because the percentage of variance influences the process of learning vocabulary in the FL.

Takač's new classification of VLS is: 1) strategies of formal vocabulary learning and practising: this is where VLS is employed, in order to learn FL in a formal context (classroom context), 2) self-initiated independent vocabulary learning, and 3) spontaneous vocabulary learning. At the end, many statistical methods and analyses were used and applied in order to get a specific result. After factor analyses' tables, the items were reduced to 27 and a questionnaire was chosen as the vocabulary learning strategy questionnaire for elementary schools (VOLSQES).

In a more recent study, Çelik and Toptaş (2010) examined the vocabulary learning strategies adopted by 95 Turkish EFL learners enrolled in Ankara University School of Foreign Languages. The learners were asked to complete a questionnaire based on Schmitt's taxonomy. After analysing the data by using SPSS, the results revealed that the learners' "general use of vocabulary learning strategies was somewhat inadequate and there was a gap between their use of strategies and related perceptions of strategy usefulness" Çelik and Toptaş (2010: 62). Their findings showed a strong relation between the use of strategies and the language levels except for the social strategies. The findings also revealed that while the determination strategies were used very frequently by the learners, the cognitive strategies were not. Several levels of language learners revealed statistically important relations. For instance, the elementary level learners did not use the determination strategies as much as the upper level learners. Additionally, the intermediate level learners used a more frequent use of the memory strategies than the elementary level learners. The intermediate level learners used the cognitive strategies more frequently than the pre-intermediate and elementary level learners; the upper level learners (pre-intermediate and intermediate) exploited the metacognitive strategies more frequently than the low level (elementary) learners. However, Çelik and Toptaş (2010) reported that the overall means of the language learners in relation to all items in both scales were not over the medium (2.50) level. These relatively low means suggested that the language learners did not frequently use strategies, as well as did not perceive them as very useful.

In Malaysia, Asgari and Mustapha (2011) studied the types of VLS used by Malaysian students majoring in teaching English at Putra University. In the open-ended interview, the students were asked to explain their ways that they used in order to learn new words in English. Their findings revealed that Malaysian students used determination, cognitive, social, and metacognitive strategies. Therefore, most students were using well-known strategies such as 'the learning a word through reading', 'the use of monolingual dictionary', 'the use of various English-language media', and 'applying new English word in their daily

speaking' where are related to memory, determination, metacognitive strategies respectively are the most popular strategies, and the learners are keen in using them. However, other strategies which require cognitively deeper processing such as 'putting English labels on physical objects', 'listening to tapes of word lists' and 'writing down the new words and their meanings on cards' are not mentioned.

Jafari and Ajideh (2012) investigated the VLS used by 102 Iranian EFL learners from pre-intermediate, intermediate, and advanced levels of English as a foreign language at Ava-ye- Danesh language institute. The learners were asked to answer two sets of questionnaires. The findings revealed that (1) the Iranian EFL learners report frequently using metacognitive strategies, social strategies, compensation strategies, cognitive strategies, affective strategies, and memory strategies, (2) Regarding the learners' use of vocabulary learning strategies: memory strategies (Pre-intermediate, Intermediate, Advanced), Cognitive strategies (Intermediate, Pre-intermediate, Advanced), compensation strategies (Intermediate, Pre-intermediate, Advanced), metacognitive strategies (Intermediate, Pre-intermediate, Advanced), affective strategies(Advanced, Pre-intermediate, Intermediate) and social strategies (Intermediate, Pre-intermediate, Advanced). However, the data analysis related to the learners' preferences for the vocabulary learning strategy use revealed a negative relation between the frequency of the strategy-use, and the language levels, but not for the affective strategies, in that the advanced level learners' related preferences were higher than those of the intermediate and pre-intermediate level learners.

In Iran, Nemati (2013) aimed to investigate the effect of teaching VLS on short-term and long-term retention of vocabulary items. The participants of 303 females were selected from one all-female governmental Pre-university school. They were divided into two groups: control and experimental groups with different proficiency levels. Data was collected using 3 different methods. The first method is called *Nelson Proficiency Test*: which is a standard proficiency test in the form of multiple choice questions that involved one cloze comprehension passage as well as vocabulary, grammar, and pronunciation sections to divide the participants into high, intermediate and low proficiency levels. This test was then administered to divide the participants into different proficiency levels. The second method is called *Treatment material*, which are the treatment handouts prepared by the researcher, including 21 unknown vocabulary items selected from the pilot study in the form of a general definition of vocabulary learning strategy and continued with an elaboration and exemplification of each strategy and finished with some exercises, all in the form of a handout to be used by the participants in the experimental groups. The third method is called *Vocabulary Knowledge Scale (VKS)*, which was developed by Paribakht and Wesche (1993), to measure depth of vocabulary knowledge. By using repeated a measure - ANOVA, the results revealed that strategy training enhances long-term retention of vocabulary items

significantly – the experimental group students outperformed the control group within the same period of instruction. Comparing different experimental proficiency groups, the high proficiency level participants were better than the lower-level and intermediate participants. However, Nemati argued in the conclusion that; although, these strategies are extremely powerful learning tools, many students are either ignorant of them or they use them ineffectively. This was also stated by Oxford (2003) that students are not always aware of power of consciously using learning strategies to make learning quicker and more effective.

In India, Zarrin and Khan (2014) investigated the use of current vocabulary learning and teaching strategies by 46 undergraduate learners at Aligarh Muslim University (A. M. U). They used a vocabulary learning strategies questionnaire to collect data, which was adapted from Bennett (2006) that consisted of a 41 items with 5 points likert-scale. The results showed that the memory strategies were found as the most frequently used strategies whereas metacognitive strategies were the least frequently strategies. They explained that the undergraduate learners at A.M.U. are more familiar with memory strategies, social strategies, and cognitive strategies whereas determination strategies and metacognitive strategies are less familiar to them. It is clear from the mean scores of the responses of those learners that they are medium strategies' users for vocabulary learning. However, Zarrin and Khan (2014) concluded their study that the subjects of the study require more training on VLS in order to become more familiar with all types of VLS.

In Thailand, Rojananak and Vitayapirak (2015) identified the VLS used by the Second Year students of King Mongkut's Institute of Technology in Ladkrabang and compared those strategies between weak and good students in 9 different faculties, such as Engineering, Architecture, Industrial Education, Science, Agribusiness Administration, Agricultural Industry, Information Technology, Nanomaterial Engineering and Management Technology. They used a questionnaire adopted from Schmitt's taxonomy for VLS. The overall results showed that the students commonly use 'English-Thai dictionary'. By comparing the results of good students and weak students, they revealed that good students use VLS more often than weak students. Good students used the strategy of 'guessing the meaning from context' more than other strategies, whereas weak students used 'asking their classmates for the meaning'. The results revealed that strategy-use in all five categories at a moderate level. All participants from different faculties reported that determination strategies (22%) were the most frequently used strategies, while cognitive strategies (18%) were the least. However, the social strategies were frequently used by weak learners.

2.6 Conclusion

Vocabulary learning strategies are those strategies which are simply used for discovering, remembering, retaining, and understanding the meaning of words. Each

strategy the student uses determines how well this word or vocabulary is learned. Gu (2003) argued that the choice, use, and effectiveness of vocabulary learning strategies are depending on the tasks, the learners, and their learning context.

This chapter provided different definitions of language and vocabulary learning strategies and a comprehensive account of their importance. It also included a related literature review of the research studies done in order to explain LLSs and VLS and to show how different language learning learners/students used them in different learning contexts. Different studies were described and explained to show the way those researchers identified different VLS used within their context by using different research methods.

Based on Enciso's (2010) conclusions of the use of learning strategies in learning, VLS are used according to the following conclusions:

- (1) VLS are important strategies used consciously or unconsciously by language learners to facilitate their vocabulary learning, control (improve) their tasks and activities, and manage their learning effectively and appropriately.
- (2) VLS play a crucial role as the learners' strategic behaviours, helping them to learn the foreign language positively and successfully.
- (3) VLS can increase and develop the vocabulary knowledge of the learners; at the same time they can remember and recall their previous learning.
- (4) VLS helps the learners to become better, independent, and self-directed language learners because strategies can be used to facilitate language learning, and acquisition, or used in the FL classroom to increase learners' self-confidence.
- (5) Several studies investigated the use of VLS in foreign language learning in many different ways with using different research methods all over the world.

Finally, it is important to mention that Hamzah, Kafipour and Abdullah (2009) assessed VLSs from three different angles. First, they defined it in term of any actions the learners take to aid the learning process of learning new vocabulary. Second, those actions must be able to develop and improve the efficiency of vocabulary learning. Third, VLS are conscious actions taken by the learner in order to learn new words (Boonkongsaen, 2012).

The next chapter will identify different classifications of VLS. It will discuss different taxonomies presented by different researchers with special reference on Schmitt's (1997) taxonomy. It will also discuss the factors that affect learners/students strategic use as related gender, age, learning styles, and other factors.

Chapter 3

Issues Related to Vocabulary Learning Strategies

3.1 Introduction:

Continuing from the previous chapter, this chapter takes seriously the relationship between two related areas of vocabulary learning strategies: taxonomies proposed by different researchers (e.g., Ahmed, 1989; Gu & Johnson, 1996; Lawson & Hogben, 1996; Schmitt, 1997; Nation, 2001) and factors that affect VLS use and choice. The present chapter investigates the influences of factors such as age, personality, gender, and motivation on VLS.

All taxonomies of VLS were developed and derived from Oxford's (1990) comprehensive taxonomy of language learning strategies "which is well-known around the world" (Enciso, 2010: 23). Ellis (1994: 539) mentioned that Oxford's taxonomy was "the most comprehensive classification of learning strategies to date", because her taxonomy was well-organized, well-explained and more detailed than other previous learning strategies taxonomies.

Oxford generally divided language learning strategies (LLS) into two main categories: **direct strategies**, which "directly involve the target language ... and ... require mental processing of the language" (Oxford, 1990: 37), and **indirect strategies**, which "support and manage language learning without directly involving the target language" (Oxford, 1990: 135). Then, she divided each category into three subcategories as shown in Figure (3.1).

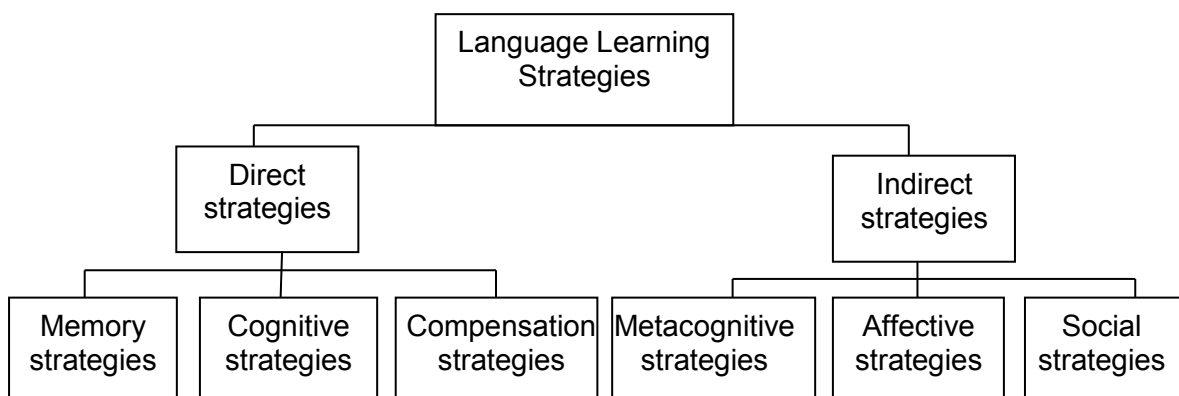


Figure 3.1: Oxford's (1990) taxonomy of language learning strategies.

Figure (3.1) shows that the language learning strategies suggested by Oxford are divided into two main types: *direct* and *indirect* strategies. Direct strategies include: memory strategies that are used to store and retrieve aspects of the language learning, cognitive strategies that are used to learn languages and understand how they work, and

compensation strategies that are used to despite the gaps in knowledge and overcome limitations (for more examples see Table 3.1).

Table 3.1: Oxford's (1990:18-19) Strategy System of Direct Strategies

Memory Strategies		Cognitive Strategies	Compensation Strategies		
Creating mental linkages	Grouping	Practicing	Repeating	Guessing intelligently	Using linguistic clues
	Associating/Elaborating		Formally practicing with sounds and writing systems		Using other clues
	Place new words into a context		Recognizing and using formulas and patterns	Overcoming limitations in speaking and writing	Switching to the mother tongue
Applying images and sounds	Using imagery		Recombining		Getting help
	Semantic mapping	Practicing naturalistically	Using mime and gesture		
	Using keywords		Avoiding communication partially or totally		
	Representing sounds in memory		Receiving and sending messages		Selecting the topic
Reviewing well	Structured reviewing	Getting the idea quickly	Using resources for receiving and sending messages		Adjusting or approximating the message
Employing action	Using physical response or sensation	Analyzing and reasoning	Reasoning deductively		
			Analyzing expressions		
			Analyzing contrastively		
			Translating		
	Using mechanical techniques	Creating structure for input and output	Transferring	Coining words	
		Taking notes	Using a circumlocution or synonym		
		Summarising			
		Highlighting			

The indirect strategies are divided into: 1) metacognitive strategies, which are defined as “a conscious overview of the learning process and decision-making about planning, monitoring, or evaluating the best ways to study,” (Oxford, 1990: 205), 2) affective strategies, which deal with management of emotions and attitudes, and 3) social strategies, which refer to the “interaction with other people to improve language learning” (Oxford, 1990: 205). (For more examples see Table 3.2).

Table 3.2: Oxford's (1990:20-21) strategy system of indirect strategies

Metacognitive Strategies		Affective Strategies	Social Strategies		
Centring your learning	Over viewing and linking with already known material	Lowering your anxiety	Using progressive relaxation, deep breathing or meditation	Asking questions	Asking for clarification or verification
	Paying attention		Using music		Asking for correction
	Delaying speech production to focus on listening		Using laughter	Cooperating with others	Cooperating with peers
Arranging and planning your learning	Finding out about language learning	Encouraging yourself	Making positive statements		Cooperating with others
	Organizing		Taking risks wisely	Empathizing with others	
	Setting goals and objectives		Rewarding yourself		Becoming aware of others' thoughts and feelings
	Identifying the purpose of a language task	Taking your emotional temperature	Listening to your body		
	Planning for a language task		Using a checklist		
Seeking practice opportunities	Writing a language learning diary				
Evaluating your learning	Self-monitoring	Discussing your feelings with someone else			
	Self-evaluating				

3.2 Vocabulary Learning Strategy Taxonomies

All taxonomies of VLS were influenced by Oxford's language learning strategies taxonomy that can be used to learn new known vocabulary or remember the words that are already learnt. The inclusion below of several taxonomies in the present thesis is in order to provide a detailed development research of the use of VLS in different contexts use to create a comprehensive history of VLS taxonomies.

3.2.1 Ahmed's (1989) Taxonomy

Ahmed (1989) was one of first studies that examined vocabulary learning strategies. Ahmed identified the VLS used by 300 Sudanese learners of English aiming to study the difference between good and poor language learners. He identified 40 micro-strategies and grouped them into six macros-strategies (For a full list of strategies see Table 3.3). Ahmed did not only identify the VLS at the macro-level, but also at the micro-level. Learning strategies at the macro-level (Ahmed used them as “macro-strategies”) are the general approaches to learning, while “micro-strategies” are the more detailed and specific learner behaviors.

Table 3.3: Ahmed's (1989:10-11) list of vocabulary learning strategies:

Macro-strategies	Micro-strategies
Information sources	ask classmates guessing ask teacher overlook ask for L2 paraphrases ask for L1 equivalent ask for example of use group work use dictionary
Dictionary use	monolingual dictionary bilingual dictionary look up meaning look up derivation look up word class look for example of use
Memorization	write and repeat aloud repeat aloud write, repeat and L2 synonym write, repeat and L1 equivalent
Practice	new word in real situation new word in imaginary situation ask for test ask others to verify knowledge use written source to verify knowledge self-test
Preferred source of information	asking somebody group work use dictionary
Note-taking	take notes all notes in margin vocabulary book ordering new words sequentially organizing words by meaning spelling information L1 equivalent L2 synonym L1 equivalent and L2 synonym word derivations grammatical information

Ahmed (1989) concentrated on the individual learners' use of strategies. The results of his study revealed that good learners used several strategies that they had a clear awareness of what they could use to learn new words; they knew it is important to learn words in context; they were conscious of the semantic relationship between new and already learned-L₂ words, and made full use of monolingual or bilingual dictionaries to get many kinds of information; whereas the poor language learners did not use many strategies, identified little interest in learning words in context, and did not know how to connect the new words to old knowledge.

3.2.2 Stoffer's (1995) Taxonomy

Stoffer (1995) examined and investigated many studies for her thesis at the University of Alabama. She wrote two pilot studies and a large-scale study that included about 707 students. Those studies aimed to identify the use of VLS and how factors like age, gender, course level, etc., affect the participants. She used a questionnaire based on Oxford's Strategy Inventory for Language Learning (SILL). The participants were asked to choose how often they use this strategy when learning a new word. A five-point Likert-type scale was used to answer (Never - Seldom - Sometimes - Often - Always). Stoffer identified 53 items of VLS using factor analysis and classified them into nine groups as illustrated in Table (3.4).

Table 3.4: Stoffer's vocabulary learning strategy taxonomy:

1	Strategies involving authentic language use	<ul style="list-style-type: none"> - Read L2 newspapers and magazines - Read L2 literature and poetry - Watch L2 movies - Listen to L2 radio programs - Make up conversations with L2 speaker - Write letters using new words - Make collages with related words - Link words in list by creating a story - Write poetry using new words - Picture oneself using word in situation - Make up a sentence with each new word
2	Strategies involving creative activities	<ul style="list-style-type: none"> - Use computer programs to practice words - Record words on tape and listen - Watch videos made for L2 learners - Write poetry using new words - Physically act out new words - Use colour-coded flash cards (genders) - Link words in list by creating a story - Write letters using new words - Make collages with related words - Use pantomime and gestures to practice - Use brainstorming to recall words - Practice words by using real objects
3	Strategies used for self-motivation	<ul style="list-style-type: none"> - Enjoy learning new vocabulary - Feel successful when learning new words - Encourage yourself when afraid of mistakes

		<ul style="list-style-type: none"> - Pay attention to speech - Aware of incorrect use - Quiz myself or have others quiz me - Make up a sentence with each new word - Picture myself using word in situation - Try to relax when afraid of using word - Use brainstorming to recall words
4	Strategies used to create mental linkages	<ul style="list-style-type: none"> - Link word to L1 similar spelling - Link word to similar sounding L1 word - Create links with already known words - Learn related topics at the same time - Relate new words to myself - Learn easy words first - Group new words by topic - Use natural associations (opposites)
5	Memory strategies	<ul style="list-style-type: none"> - Use flashcards - Repeat new word aloud several times - Write down new words over and over - Review frequently - Concentrate hard to avoid distractions - Quiz myself or have others quiz me - Break lists into smaller parts - Learn easy words first - Use rhymes to remember new words
6	Visual/auditory strategies	<ul style="list-style-type: none"> - Arrange words on page to form patterns - Sing words or grammar paradigms - Draw pictures of new words - Use rhymes to remember new words - Give myself reward or treat - Talk to someone about feelings - Associate with preceding/following word - Use colour-coded flashcards (genders)
7	Strategies involving physical	<ul style="list-style-type: none"> - Use pantomime and gestures to practice - Practice word by using real objects - Physically act out new words - Visualize new words - Relate new words to myself - Draw pictures of new words - Use rhymes to remember new words
8	Strategies used to overcome anxiety	<ul style="list-style-type: none"> - Notice when tense or nervous - Try to relax when afraid of using word - Encourage myself when afraid of mistakes - Talk to someone about feelings - Learn easy words first - Give myself a reward or treat
9	Strategies used to organise words	<ul style="list-style-type: none"> - Group words by grammatical class - Break word into its parts (prefix, root) - Group new words by topic - Use natural associations (opposites) - Break lists into smaller parts - Use flashcards

Stoffer found out that the fourth category was mostly used the participants to create mental linkages, while the least frequently used were creative activities in the second category. Furthermore, Stoffer found out that the more highly experienced learners tended to use strategies more frequently than the novices. Older learners used strategies more often than younger learners. She explained that factors such as age and gender did not play an

important role in the use of VLS. From the results of her studies, she discovered that foreign languages influences strategy use.

3.2.3 Sanaoui's (1992, 1995) Taxonomy

Sanaoui's studies (1992, 1995) determined the relationship between vocabulary learning strategies used and success in acquiring and retaining vocabulary items. He investigated the vocabulary learning habits of 50 learners for six weeks, dividing them into those learners who structured their learning and those learners who did not (see Table 3.5).

As illustrated in Table (3.5), Sanaoui identified two approaches of VLS: the structured and unstructured approach. The structured approach refers to when the learners took control of their vocabulary learning without depending on the courses. The unstructured approach refers to when the learners depend on the course materials to control their vocabulary learning.

Table 3.5: Sanaoui (1995): Structured and unstructured approaches to vocabulary learning:

Structured approach	Unstructured approach
Opportunities for learning vocabulary	
Self-created	Reliance on course
Independent study	Minimal independent study
Range of self-initiated activities	
Extensive	Restricted
Records of Lexical items	
Extensive (tend to be systematic)	Minimal (tend to be ad hoc)
Review of lexical items	
Extensive	Little or no review
Practice of lexical items	
Self-created opportunities in and outside classroom	Reliance on course

Technically, both approaches differ in five aspects: 1) opportunities for learning vocabulary, which is the extent to which learners pursue independent study, 2) range of self-initiated activities that the learners use or practice, 3) records of lexical items that learners encounter during their learning, 4) review of lexical items, and 5) practice of lexical items or words that they have learnt in and outside the course. Sanaoui (1992, 1995) found that the learners who had a structured learning approach were more successful in learning and understanding the vocabulary items taught in their classrooms than the learners who had an unstructured learning approach.

3.2.4 Gu and Johnson's (1996) Taxonomy

Gu and Johnson (1996) organized the following list of vocabulary learning strategies used by Chinese EFL learners as a part of their study. According to Table (3.6), metacognitive strategies include selective attention and self-initiation strategies. Learners use selective attention strategies to know which words are necessary for them to learn and which are only for comprehension of a passage. Learners who use self-initiation strategies use a wide range of meanings to make words clear. Cognitive strategies are guessing strategies, dictionary strategies and note-taking strategies. The learners use guessing strategies to pay attention to their background knowledge and linguistic clues, for example, grammatical structures to guess the meaning of a word. Dictionary strategies are divided according to their use, as there are strategies for comprehension, extended dictionary strategies and looking-up strategies. Note-taking strategies are divided into 'meaning-oriented' and 'usage-oriented'. Memory strategies include rehearsal and encoding categories. Rehearsal strategies are word lists and repetition. Encoding strategies are strategies used for association, imagery, visual, auditory, semantic, contextual encoding and word-structure, e.g. prefixes, stems and suffixes. Activation strategies are those strategies that learners use new words in different contexts, for example, writing a group of sentences using the new words that they have learned.

Table 3.6: Gu and Johnson's (1996) taxonomy of vocabulary learning strategies:

Dimensions and categories	
1-	Metacognitive regulation Selective attention Self-initiation
2-	Guessing strategies Using background knowledge/wider context Using linguistic clues/immediate context
3-	Dictionary strategies Dictionary strategies for comprehension Extended dictionary strategies Looking-up strategies
4-	Note-taking strategies Meaning-oriented note-taking strategies Usage-oriented note-taking strategies
5-	Rehearsal strategies Using word lists Oral repetition Visual repetition
6-	Encoding strategies Association/Elaboration Imagery Visual encoding Auditory encoding Using word-structure
7-	Activation strategies

According to Takač (2008), the main concern of Gu and Johnson's (1996) study is the comparison of the frequency of vocabulary learning strategy-use with the learners' beliefs about vocabulary learning, level of development of learners' vocabulary and learning success. The results of their study revealed that the learners learn vocabulary as a required conscious learning and active use. 'self-initiating' and 'selective attention' – metacognitive strategies – were the most important strategies used by successful learners. Cognitive strategies, which were the most useful for general success in language learning and for vocabulary expansion, were: 'strategies for guessing from context', 'the use of dictionaries', 'note-taking', 'attending to word formation', 'contextual coding', 'deliberate activation of new words'. However, 'visual repetition' was the least strategy useful. As a result, as explained in Chapter two and based on their approaches, Gu and Johnson discover five groups of learners: 1) readers, 2) active strategy users, 3) non-coders, 4) coders and 5) passive strategy users (as cited in Takač (2008)).

3.2.5 Lawson and Hogben's (1996) Taxonomy

Lawson and Hogben (1996) used codes in their study which were derived from observation of the students. Table (3.7) reveals a list of 15 codes that are grouped into 4 categories. The first category was based on the repetition of the word or the meaning. This category includes five codes: (1) reading of related words, which makes use of words related to learn the new word, (2) simple rehearsal where the learners repeat the word without the meaning, (3) writing of word and meaning, (4) cumulative rehearsal, where the learners repeat the word, the meaning, and other related words, and rehearse these in a sequence, and finally (5) testing where the learners test themselves for the meaning of the Italian words. The second category was word feature analysis that includes three codes: (1) spelling of the words, (2) word classification, and (3) the use of the suffix, which is related to the structure of the word. The third category was simple elaboration that contains four codes: (1) sentence translation where the students translate the Italian sentence with the new word, (2) simple use of context of the word in a sentence, (3) appearance similarity, where the learners relate and link an English word or another Italian word based on the physical appearance, and (4) sound link. At the end, the final and fourth category is complex elaboration and includes three codes: (1) complex use of context where the learners use the context in order to derive the meaning from the sentence, (2) paraphrasing, where the learners suggest synonyms for the new words (Italian or English), and (3) mnemonic use involving the form of a picture or image of the word's meaning.

Table 3.7: Lawson and Hogben's (1996): A taxonomy of vocabulary learning strategies

Categories	Strategies
Repetition	Reading of related words
	Simple rehearsal
	Writing of word and meaning
	Cumulative rehearsal
	Testing
Word feature analysis	Spelling
	Word Classification
	Suffix
Simple elaboration	Sentence translation
	Simple use of context
	Appearance similarity
	Sound link
Complex elaboration	Complex use of context
	Paraphrase
	Mnemonic use

However, Lawson and Hogben concluded that the learners, who used more strategies frequently often recalled more of the learned words than others who used less strategies. The results revealed that 'repetition strategies' were the most frequently strategies used and helpful in recalling words.

3.2.6 Schmitt's (1997) Taxonomy

Schmitt (1997) has developed a comprehensive and well-organised taxonomy of VLS (see Table 3.8 for full list of strategies). He organized 58 strategies and classified them under five groups: determination (Det), social (Soc), memory (Mem), cognitive (Cog), and metacognitive (Met) strategies. He adopted most of his taxonomy from the general language learning strategies of Oxford (1990). He specially based his ideas on the social, memory, cognitive and metacognitive strategies with some changes. Those changes were because his taxonomy was for vocabulary learning.

Table 3.8: Schmitt's (1997) taxonomy of vocabulary learning strategies

	Strategy Group	Vocabulary Learning Strategies
1) Strategies for the discovery of a new word's meaning:		
1	Determination strategy 1	Analyse part of speech
2	Determination strategy 2	Analyse affixes and roots
3	Determination strategy 3	Check of L1 cognate
4	Determination strategy 4	Analyse any available pictures or gestures
5	Determination strategy 5	Guess from textual context
6	Determination strategy 6	Bilingual dictionary
7	Determination strategy 7	Monolingual dictionary
8	Determination strategy 8	Word lists
9	Determination strategy 9	Flash cards
10	Social strategy 1	Ask teacher for an L1 translation
11	Social strategy 2	Ask teacher for paraphrase or synonym of new word
12	Social strategy 3	Ask teacher for a sentence including the new word
13	Social strategy 4	Ask classmates for meaning
14	Social strategy 5	Discovery new meaning through group work activity
2) Strategies for consolidating a word once it has been encountered:		
15	Social strategy 11	Study and practice meaning in a group

16	Social strategy 22	Teacher checks students' flash cards or word lists for accuracy
17	Social strategy 33	Interact with native-speakers
18	Memory strategy 1	Study word with a pictorial representation of its meaning
19	Memory strategy 2	Image word's meaning
20	Memory strategy 3	Connect word to a personal experience
21	Memory strategy 4	Associate the word with its coordinates
22	Memory strategy 5	Connect the word to its synonyms and antonyms
23	Memory strategy 6	Use semantic maps
24	Memory strategy 7	Use 'scales' for gradable adjectives
25	Memory strategy 8	Peg Method
26	Memory strategy 9	Loci Method
27	Memory strategy 10	Group words together to study them
28	Memory strategy 11	Group words together spatially on a page
29	Memory strategy 12	Use new word in sentence
30	Memory strategy 13	Group words together within a storyline
31	Memory strategy 14	Study the spelling of a word
32	Memory strategy 15	Study the sound of a word
33	Memory strategy 16	Say new word aloud when studying
34	Memory strategy 17	Image word form
35	Memory strategy 18	Underline initial letter of the word
36	Memory strategy 19	Configuration
37	Memory strategy 20	Use Keyword Method
38	Memory strategy 21	Affixes and roots (remembering)
39	Memory strategy 22	Part of speech (remembering)
40	Memory strategy 23	Paraphrase the word's meaning
41	Memory strategy 24	Use cognates in study
42	Memory strategy 25	Learn the words of an idiom together
43	Memory strategy 26	Use physical action when learning a word
44	Memory strategy 27	Use semantic feature grids
45	Cognitive strategy 1	Verbal repetition
46	Cognitive strategy 2	Written repetition
47	Cognitive strategy 3	Word lists
48	Cognitive strategy 4	Flash cards
49	Cognitive strategy 5	Take notes in class
50	Cognitive strategy 6	Use the vocabulary section in your textbook
51	Cognitive strategy 7	Listen to tape of word lists
52	Cognitive strategy 8	Put English labels on physical objects
53	Cognitive strategy 9	Keep a vocabulary notebook
54	Metacognitive strategy 1	Use English-language media (songs, movies, newscasts, etc.)
55	Metacognitive strategy 2	Testing oneself with word tests
56	Metacognitive strategy 3	Use spaced word practice
57	Metacognitive strategy 4	Skip or pass new word
58	Metacognitive strategy 5	Continue to study word over time

As presented in Table (3.8), Schmitt developed and classified the strategies into two main groups or categories: (1) strategies for the *discovery* of a new word's meaning and (2) strategies for *consolidating* a word once it has been encountered, and suggested ways to remember them. The first category – the discovery strategies - assists the learners to discover the meaning of new unknown words when learning them for the first time. He included nine determination and five social strategies. The second category – the consolidation strategies – permits the learners to remember, memorize, reflect, practice, and retain the word after it has already been learned or encountered. This category contains three social strategies, twenty-seven memory strategies, nine cognitive strategies, and five metacognitive strategies.

1- Discovery strategies (Strategies for the discovery of a new unknown word's meaning):

- Determination Strategies:

According to Schmitt (1997:205), there are nine strategies that are in this "kind of strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise". The learners use those strategies to discover new words' meaning by analyzing the words' structure, using L₁ translation, guessing the meaning from textual context, using monolingual and bilingual dictionaries and other references. They analyzed the new unknown word, the parts of the word, and the surrounding context as clues to discover the meaning. For example, analyzing the part of speech will add more information to guess the meaning of the new unknown words. Schmitt also pointed out that most learners prefer to use dictionaries to discover the meaning of new words and this is very common when learning foreign languages. Monolingual dictionaries offer better information and also improve the learner's understanding, but they prefer to use bilingual dictionaries. For example, Schmitt (1997:209-210) studied the attitudes to learning strategies and the results showed that learners were better in using bilingual dictionaries.

- Social Strategies:

According to Schmitt's taxonomy, this group consists of five strategies and concentrates on the help and assistance the learner can have in order to discover the meaning of the unknown words. These strategies can be used for the discovery of new words' meaning for two reasons: First, the classroom teachers, as explained in Chapter one, section 1.5, are very helpful and supportive for those foreign language learners in their learning in general, because they can provide explanations about FL vocabulary in many different ways. For example, teachers can translate the words, give the synonyms, set an example sentence using the new unknown word, and help them to paraphrase. Second, learners can work together in groups in order to learn from each other. For example, they can ask each other for the meaning of new words, and work together in pair work activities (see Appendix 15 for some activities used in the Libyan curriculum).

2) Consolidation strategies (Strategies for consolidating a word once it has been encountered – already learned):

- Social Strategies:

Schmitt's findings, presented in Table (3.8), show that three social strategies can be used to consolidate a word once it has been learned; for example, when learners practice the meaning in a group and teachers correct the learners' cards and notebooks. Sanaoui (1995) described the importance of learners building their own opportunities for language use

outside the classroom. Learners can interact with native-speakers and, also, with their teachers outside of the class. Schmitt (1997: 211) discussed how:

“[...] the social context enhances the motivation of the participants; cooperative learning can prepare the participants for ‘team activities’ outside the classroom; and because there is less instructor intervention, students have more time to actually use and manipulate language in class”.

- Memory Strategies:

Schmitt (1997) listed twenty-seven memory strategies that learners can use to remember or recall vocabulary. For example, one group of strategies includes using images to associate words with their meaning. Those images can be drawn on the board, a poster on the wall, drawn in notebooks, formed in the mind, or connected with personal experience. The other group of strategies associates the word with all its coordinates; that is, the learners draw a matrix with the word and its synonyms, its antonyms, or any group of words that are semantically related.

Schmitt (1997) used various strategies to recall vocabulary through context, using keywords to understand the other words, put the word in a sentence, arrange the word in a short story to remember it, use it as an idiom together with other words, or paraphrase the word's meaning. He also explained that attention should be drawn to the word's writing and pronunciation, its affixes and roots, part of speech, its initial letter and form, or its L1 meaning. Some words when learning are taught in a physical action and the teachers advise their learners to say and study the words aloud.

- Cognitive Strategies:

There are nine cognitive strategies according to Schmitt's (1997) taxonomy related to the repetition and mechanical tasks of learning vocabulary. The learners use and repeat vocabulary orally or in written forms. Schmitt (1997) found in his survey study that repetition was the most learning strategy employed and used by six-hundred Japanese students. 'Vocabulary notebooks' are an important strategy that help the learner to develop and increase self-awareness and learning independence. These notebooks can be used to write word lists, take notes in class and written in them while listening for special information. Some vocabulary can be noticed and highlighted by labelling physical objects or written on flash cards to help students remember (Schmitt, 215).

- Metacognitive Strategies:

According to Schmitt (1997), there are five metacognitive strategies that are used by the learners to control, evaluate, and develop an awareness of their own learning. Sanaoui (1995) classified metacognitive strategies as those which reflect the learners' ability to find opportunities to learn and then record and review those experiences. For example, learners can generally use English-language media, testing themselves with word tests, using spaced word practice, skipping or passing new words, and continuing to study words over time.

3.2.7 Hedge's (2000) Taxonomy

Hedge (2000: 117-118) presented a taxonomy for learning new vocabulary items. She explained that it is very important for language learners to use a wide range of strategies in order to understand, categorise, and store vocabulary. As shown in Table (3.9), these strategies were divided into two main categories: (1) cognitive strategies, which include strategies for using the vocabulary and understanding how it works and (2) metacognitive strategies, which are related to preparing the materials to learn from, planning lessons and choosing strategies that suit them, monitoring different strategy use, and assessing the effectiveness of strategy use and choice.

Table 3.9: Hedge's (2000) taxonomy of vocabulary learning strategies

Category 1: Cognitive Strategies

- Making associations;
 - Learning words in groups;
 - Exploring range of meaning;
 - Using key words. A keyword is a word chosen from the mother tongue which sounds like the new word in the second or native language, and where it is possible to make some kind of association between the two words;
 - Reading on for evidence in the context of the text;
 - Inference strategy
-

Category 2: Metacognitive Strategies

- Consciously collecting words from authentic contexts;
- Making word cards;
- Categorising words into lists;
- Reactivating vocabulary in internal dialogue;
- Making a word-network of vocabulary associated with a particular item.

3.2.8 Nation's (2001) Taxonomy

Unlike Schmitt, Nation (2001) has developed three major categories of vocabulary learning strategies in his taxonomy: planning, sources, and processes. Each one includes a different range of strategies as presented in Table (3.10).

Table 3.10: Nation's (2001) taxonomy of kinds of vocabulary learning strategies:

General Class of Strategies	Types of Strategies
Planning: choosing what to focus on and when to focus on it.	Choosing words
	Choosing the aspects of word knowledge
	Planning repetition
Sources: finding information about words	Analysing the word
	Using context
	Consulting a reference source in L1 or L2
	Using parallels in L1 and L2.
Processes: establishing knowledge	Noticing
	Retrieving
	Generating

- Planning Vocabulary Learning:

According to Nation (2001) in Table (3.10), this category of strategies focuses on where, how, and how often to give attention to vocabulary. It includes: (1) choosing words, (2) choosing the aspects of word knowledge, and (3) planning repetition. In learning vocabulary, the learners need to set some goals and then choose vocabulary based on those goals. He also explained that those who employ these strategies should pay more attention to knowing the meaning of the word and using it when exercising productive skills, such as speaking and writing. They should also be encouraged to use and remember the words repeatedly, by using cards. Nation (2001: 219) called this stage of learning vocabulary “the recycling of the old material”.

- Sources: Finding Information about Words

As shown in Table (3.10), the second category of Nation's (2001) taxonomy includes necessary sources to help with finding information or the meaning of words from references to the connection of another language. It involves: (1) analysing the word, (2) using context to discover meaning, (3) consulting a reference source in L₁ or L₂ such as references, dictionaries, etc., and (4) connecting parallels in L₁ and L₂. According to Nation (2001), learners must be familiar with the parts of words such as affixes, suffixes or bases in order to understand the meaning. They can use the context as a cue to understand or guess the overall meaning. There are many kinds of references to collecting information or looking for the meaning of words such as: formal sources, which are usually written, e.g., dictionaries or glossaries, and spontaneous sources that are oral, such as asking the teacher, the native speaker or other learners for the meaning. Nation (2001: 220) also mentioned that learning a word depends on how much its various aspects are similar to patterns and items that the learner already knows from previous studies of the second language, from the first language, or from other languages.

- Processes: Establishing Knowledge

Table (3.10) shows that the third category of Nation's (2001: 221) vocabulary learning strategies established vocabulary knowledge of words and "ways of remembering vocabulary and making it available for use". This category includes: 1) noticing the words that are learnt by putting them in the vocabulary list, cards, notebook, or repeating them. It involves 2) retrieving by recalling items, which are already stored. The learners at this stage of learning are encouraged to use and retrieve the words they stored in their notebooks and cards in 1). 3) Generating strategies are the most effective for learning vocabulary. Nation (2001: 222) stated that generating strategies include:

"[...] attaching new aspects of knowledge to what is known through instantiation (i.e., visualizing examples of words), word analysis, semantic mapping and using scales and grids. It also includes rule-based generation by creating a context, collocations and sentences containing the word, mnemonic strategies like the keyword technique, and meeting and using the word in new contexts across the four skills of listening, speaking, reading and writing.

Nation has based his taxonomy on categories, rather than on individual strategies. This taxonomy, according to Takač (2008), separates the elements of vocabulary knowledge from vocabulary sources and learning processes.

3.3 Conclusion:

Accordingly, the Schmitt (1997) is used to collect and analyse the data for this study. All taxonomies above differ in terms of categorizing and classifying the strategies, but they are all based on Oxford's taxonomy. Many researchers provide a list of widely applicable vocabulary learning strategies depending on the learners' activities, needs, approaches, uses, planning, sources, and processes. However, Schmitt's (1997) vocabulary learning strategies taxonomy has been recognized by many researchers (e.g., Kudo, 1999; Segler, 2001; Catalán, 2003; Fan, 2003; Wu, 2005; Jurkovic, 2006; Lee, 2007; Xhaferi, 2007a & 2007b; Takač, 2008; Rojananak & Vitayapirak, 2015 and more) as the most comprehensive taxonomy. According to Catalán (2003), there are several advantages to Schmitt's VLS taxonomy:

- (1) Can be standardized as a tool for collecting data in, for example, questionnaires.
- (2) Can be used to collect answers from students easily because it is clear and well organized.

- (3) Based on Oxford's (1990) taxonomy of language learning strategies that concentrates on the theory of learning strategies as well as on theories of memory.
- (4) Technologically simple and the learners/students can easily understand it.
- (5) Can be used with learners from different educational backgrounds and target languages.
- (6) Well-organized, rich, and sensitive to the variety of learning processes and strategies.
- (7) Can be compared with other studies because it has widely been used in several different contexts.

Language learners and teachers can be influenced their vocabulary learning inside and outside the classroom in FL contexts. Learning in the classroom is the ultimate goal that the learners want to achieve in learning a foreign language. For example, based on the elements of learning. VLS can be divided into two main categories in order to facilitate vocabulary learning: vocabulary learning strategy taxonomy used inside the classroom as illustrated in Table (3.11) and vocabulary learning strategy taxonomy used outside the classroom as illustrated in Table (3.12).

Table 3.11: Vocabulary learning strategy taxonomy used inside the classroom

Discovery strategies	<ul style="list-style-type: none"> Guessing from context Use in an example Define the word Draw pictures Use gestures Use a dictionary
Memory strategies	<ul style="list-style-type: none"> Word lists Flash cards Take notes Use Keyword Method Image word's meaning Use semantic maps Group words together within a storyline Say new word aloud when studying
Social strategies	<ul style="list-style-type: none"> Ask teacher to translate, paraphrase, or clear Teacher corrects students' word lists for accuracy Ask other students

Table 3.12: Vocabulary learning strategy taxonomy used outside the classroom

Cognitive strategies	<ul style="list-style-type: none"> Repetition in order to memorize Review the notebook Put English labels on physical objects Self-management
Metacognitive strategies	<ul style="list-style-type: none"> Testing oneself with word tests Use English-language media (songs, movies, TV, tapes, etc.) Continue to study words over and over Planning the lessons before class

Table (3.11) presents VLS that can be used by learners to learn vocabulary inside the classroom. Learners can use discovery strategies that allow them to discover the meaning of new words by guessing the meaning from context, using different types of dictionaries, using the new words in an example, writing a definition, drawing pictures, and using gestures. They can use memory strategies to recall the vocabulary that they already know by using word lists; flash cards, notes, 'keyword Method', images, semantic maps, a storyline, and reading aloud when they study. Social strategies can also be used inside the classroom. The teacher can translate, paraphrase, and correct their learners for accuracy.

Table (3.12) shows VLS that can be used by the learners to learn vocabulary outside the classroom. They can use cognitive strategies that help them to understand and prepare them for the exams, such as repeating the words in order to memorize them, reviewing the notebook (diary), putting English labels on physical objects, and learners can also organize and manage to learn the foreign language by themselves. They can also use metacognitive strategies; testing themselves with word tests, using English-language media (songs, movies, TV, tapes), continuing to study words over and over, and planning the lessons before class.

3.4 Factors Affecting Vocabulary Learning Strategies Use and Choice:

There are many factors that play an important role and influence the ability of the learners to learn a foreign language. The different types of VLS used vary because of different factors. They can be internal - related to the learners - or external - related to the language learning context, situation, or environment around the learners (Madrid, 1995; Ghania, 2012-2013). As Bialystok (1981) explained, those factors may be related to: 1) the characteristics of the learner, for example, factors such as language learning aptitude, attitude and motivation, and personality variables and, 2) the characteristics of the learning situation, such as length of exposure to the language, teaching method used, and so on.

Schmitt (1997: 205) highlighted that “strategies are affected by a number of factors, and different intended purposes, for a strategy in different situations can affect its classifications”. Furthermore, Brown (1994: 135) defined those affecting factors as “the emotional side of human behaviour.” Oxford (1994) identified eight factors influencing the choice of language learning strategies: (1) *Motivation*: highly motivated students tended to use more strategies than less motivated students in language learning, (2) *Gender*: females were reported to use a wider range of strategies than males in most studies, (however, males use more strategies than females in some other studies), (3) *Cultural background*: some Asian students used more strategies than students from other cultural backgrounds, (4) *Attitudes and beliefs*: these were reported to have a positive effect on the strategies learners' use, (5) *Type of task*: the nature of the task helped determine the strategies naturally

employed to carry out the task, 6) *Age and L2 stage*: students of different ages and stages of L2 learning used different strategies, 7) *Learning style*: learning style often determined the choice of L2 learning strategies, and 8) *Tolerance of ambiguity*: students who were more tolerant of ambiguity used significantly different learning strategies in some examples than students who were less tolerant of ambiguity.

The use and choice of LLS and VLS are very important because many researchers examined and investigated LLS and VLS and their relationship to one or more factors, mainly gender, age, motivation, learning proficiency, and learners' background, such as the L₁. Those factors can divide and classify the learners into different groups; for example, self-rated proficiency levels (high, moderate, and low learners), gender (male and female learners), language learning experiences (more than 5 years of language learning or less), field of study (sciences, humanities and non-science oriented), and academic programs (international and regular programs). Moreover, those factors can show the relationship between the use of LLS and VLS and success in learning the foreign language. The learners use different kinds of strategies because of different factors.

3.4.1 Individual Factors

Individual factors have been investigated as the most important factors that influence language acquisition and learning, since they affect the learners' learning and provide more information about the relationship between personality and language learning (Dörnyei, 2005). The use of LLS and VLS in language learning has been studied to identify their relationship to those individual learners' factors.

3.4.1.1 Gender

Gender differences can influence the choice and use of LLS and VLS in language learning. Many research studies (e.g., Oxford & Nyikos, 1989; Green & Oxford, 1995; Gu, 2002; Catalán, 2003; Jones, 2006; Siriwan, 2007; Lee & Oxford, 2008; Marttinen, 2008 & Seddigh, 2012) suggested that males and females differ in specific learning tasks and in different learning contexts.

Generally, many – although not all – studies have indicated that females use more strategies than males in foreign language learning (e.g., Politzer, 1983; Ehrman & Oxford, 1989; Oxford & Nyikos, 1989; Green & Oxford, 1995; Kaylani, 1996; Osanai, 2000; Gu, 2002; Catalán, 2003).

Oxford and her associates, in several studies, have reported that females are better than males in strategy use in many studies. She provided a number of possible explanations: females may be more socially adept, different in speech, have greater desire and willingness, and better general verbal ability. For example, Oxford and Nyikos (1989) used a

questionnaire of 1200 college foreign language learners (French, Spanish, German, Russian and Italian) in the USA in order to investigate the gender differences in using learning strategies. The results showed that females reported more frequent use of conversational input elicitation strategies and reflecting social interaction strategies than males.

Furthermore, Green and Oxford (1995) studied 374 university students to identify strategy-use of English learners at three different course levels in Puerto Rico. The study reported that women use more memory, cognitive, affective, and social strategies than men; while men used one cognitive strategy, (watching TV or movies in English), more than women. In conclusion, the study found that gender differences in strategy-use are noted in individual learning styles, motivations, and attitudes of the learners.

Similarly, Gu (2002) studied all second-year art and science majors at Beijing Normal University aiming to find the relationship among gender and academic major, and examining how these two factors are related to vocabulary learning strategy-use in the Chinese context. The results showed that Chinese female students were better in the use of all VLS in both the questionnaire and general proficiency test than Chinese male students.

In the same vein, Catalán (2003) studied 581 Spanish students learning Basque and English as an L₂ in order to discover if females and males differ in the number and the range of VLS they use. The results reported that the total average of females' strategy-use is higher than males' strategy-use. Those results are consistent with Jones (2006), Siriwan (2007), Marttinen (2008) and Seddigh (2012).

On the other hand, other studies have indicated that males use more strategies than females in foreign language learning (e.g., Brecht, Davidson and Ginsberg, 1990; Tercanlioglu, 2004). For example, Brecht, Davidson and Ginsberg (1990) found in their empirical study of proficiency gain in study abroad environments among American students learning Russian, that males used more learning strategies than females.

In addition, Tercanlioglu (2004) studied 184 Turkish fourth year undergraduate university students to discover gender differences in language learning strategies. The results revealed that males were better at strategy use than females. Other studies have indicated that there is no connection between gender and strategy use (e.g., Bacon, 1992; Grace, 2000; Brantmeier, 2003; Bernat & Lloyd, 2007; Lee, 2007; Lee & Oxford, 2008; Fatemeh, 2009; Khatib & Hassandeh, 2011; Arjomand & Sharififar, 2011). Bacon (1992) investigated the relationship between gender, comprehension, processing strategies, and cognitive affective response in L₂ listening. She found that females were better at using metacognitive and cognitive strategies. But she did not find major gender differences in listening comprehension.

Additionally, Grace (2000) examined the effects of first language on 181 male and female students from first year French students in computer-assisted language learning

lessons. The analyses and results indicated that there are no significant differences between males and females. Moreover, Lee (2007) examined the relationship between gender difference and the English vocabulary learning strategies of Korean university students and found that there to be no effect of gender on the pattern and frequency of strategy use.

In contrast to previous research, Oxford and Lee (2008) investigated 1110 Korean students of different levels: from middle school, high school, and university in order to identify their awareness, self-image, and strategy-use. The results showed that gender did not affect strategy-use and awareness. The final results were also consistent with Fatemeh (2009), Khatib and Hassandeh (2011) and Arjomand (2011), which showed that gender had no significant difference on students' VLS use. Additionally, Ababneh (2013: 1) concluded that "both gender and the academic major do not have a significant effect on the participants' choice of strategy".

Bernat and Lloyd (2007) investigated 155 female and 107 male students studying English as a foreign language in an Academic English Program to identify the relationship between gender and beliefs about language learning. They concluded from the results found that males and females respond in a similar way.

3.4.1.2 Age

Many of the studies (e.g., Phillips, 1991; Green & Oxford, 1995; Ehrman & Oxford, 1995; Leki, 1995; Dadour & Robbins, 1996) conducted were focused on adults (college or university students). Other studies (e.g., Dörnyei, 1995; Kaylani, 1996; Lee, 2000; Lan & Oxford, 2003; Lee & Oxford, 2008) investigated the young learners and studied the relationship between young learners and adults. Given the importance of age as a factor in second language learning and acquisition in general, it seems that age will be significant in studies of vocabulary learning strategies.

Griffiths (2003) examined 348 students in New Zealand aged between 14 and 64 to identify the effects of factors such as age, course level, nationality, and gender on strategy-use. She found that neither age nor gender was related to strategy-use.

Peacock and Ho (2003) included in their studies 112 students in Hong Kong aged 23-39 years old. They found that older students used the four of six strategy categories – memory, affective, social, and memory – more than younger students.

However, Victori and Tragant (2003) examined 766 students of three different ages: 10, 14, and 17 years old in a Spanish primary/high school and reported that the youngest group of students used social strategies more than the older two groups, which used of cognitive complex strategies more frequently.

3.4.1.3 Learning Style

Learning style is correlated with learners' achievement in learning a foreign language (Oxford and Ehrman, 1993; Jhaish, 2009-2010)). It refers to the individual's preferred ways of processing and retaining new information and skills (Reid, 1995; Kinsella, 1995) when learning a subject, acquiring a language, or dealing with a difficult problem (Reid, 1998; Oxford, 2001; Oxford, 2003). Reid (1987: 100) explained that learning styles "... are moderately strong habits rather than intractable biological attributes, and thus they can be modified and extended".

Oxford (1993) described five contrasts in learning style in her Style Analysis Survey (SAS). They are: 1) the use of physical senses for study and work: *visual* (preferred for books, charts, graphs, etc.), *auditory* (best for listening and speaking activities as lectures, tapes, meetings, discussions, etc.), and *hands-on* (used in playing active games, moving around the classroom, etc.), 2) dealing with other people: *extroversion* (enjoying social and interactive learning tasks such as role-plays and discussion), and *introversion* (independent learning or working alone), 3) handling possibilities: *intuitive-random* (able to find the major principles of the topic, future-oriented, enjoying abstract thinking, and avoiding step-by-step instruction), and *concrete-sequential* (oriented to the present, preferring one-step-at-a-time learning activities, wanting to know where they are going in their learning at every moment), 4) approaching tasks: *closure-oriented* (paying attention to all tasks and deadlines, planning ahead), and *open* (discovering new information in learning in an unstructured way, learn or work without deadlines or rules), and (5) dealing with ideas: *global* (getting the main idea, guessing the meaning, predicting the next stage of a story, and communicating even if you do not know the words), and *analytic* (focusing on the details, logical analysis, and prefer to have specific rules).

3.4.1.4 Motivation

The higher degree of motivation, the more successful learners are (Oxford & Nyikos, 1989; MacIntyre, 1994; MacIntyre & Noels, 1996; Okada, Oxford & Abo, 1996; Cohen, 1998; Mochizuki, 1999; Wharton, 2000; Schmidt & Watanbe, 2001; Cohen & Dörnyei, 2002).

Motivation in language learning affects the learners' learning progress and success. Many studies investigated the relationship between motivation and second language acquisition (e.g., Crookes & Schmidt, 1991; Dörnyei, 1994; Oxford & Shearin, 1994; Kaylani, 1996; Helme & Clarke, 2001; Schmidt & Watanbe, 2001).

Kaylani (1996:81) suggested that motivation is influenced by the goals of the individual and that those goals are a set of beliefs held by the learner that cause action and effort to be put forth during the learning process.

Helme and Clarke (2001: 136) explained that “students need to have both the will (motivation) and the skill (capability) to be successful learners. It is the experience of teachers that students who are motivated to learn and who think carefully about what they are learning to develop deeper understanding of the material being covered.”

Schmidt and Watanbe (2001) investigated over 2000 university students in Hawaii. They found evidence that motivation affects strategy use specially cognitive and metacognitive strategies; the strategies least affected by motivation were social strategies.

3.4.2 Situational and Social Factors

Several situational and social variables can influence the learners’ use of vocabulary learning strategies. Those factors are related to the language learning social situations and contexts (place of study) such as culture, time, material, and techniques, language proficiency, and academic major. Those factors are very important because learners need to keep going and continue learning any foreign language. For example, teachers can help their students learn more easily and more effectively by applying different methods, materials and techniques.

3.4.2.1 Culture

In foreign language learning, cultural background plays a part in identifying the learning strategies that the learners use in a task. It is also helpful for teachers who have more than one culture represented in their class. Fan (2000: 3-4) defined culture as “The collection of values, beliefs, behaviours, customs, and attitudes that distinguish a society”.

Culture has been examined in several studies: Rubin, 1975; Cohen, 1977; Chamot and O’Malley, 1984; Chamot and O’Malley, 1990; Oxford and Crookall, 1989; Oxford and Nyikos, 1989; Hall and Hall, 1990; Oxford, 1990; Oxford 1995; Kalani, 1996; Chamot and O’Malley, 1990; Griffiths, 2003; Finkbeiner, 2008. Moreover, Oxford (1990) invented the Strategy Inventory of Language Learning (SILL), a survey instrument used cross-culturally to identify the strategy-use of the learners.

Oxford (1996) provided evidence in her large review of language learning strategies around the world that learners from different countries and with different cultures use different strategies. Macaro (2001) mentioned that the cultural background of the learner may affect and influence the way they use strategies to help them to learn a language. Additionally, Finkbeiner (2008) mentioned that it is important for teachers to remember that culture influences learner characteristics and behaviour such as prior knowledge, experience, learning style, beliefs, motivation, strategies, autonomy, and attitude towards a particular learning situation.

3.4.2.2 Time

This factor, time, is the factor studied least by language learning researchers. An extensive search of the literature failed to reveal any studies directly concerned with the relationship between time and strategy use, yet it is surely a factor that affects language learning.

However, Berliner (1990) discovered five aspects of time and connected them to education, which are: (1) *pace*, which is the amount of the study in or during a period of time, (2) *time allocated*, which is the amount of time that the school provides for the teacher to give instruction, (3) *engaged time*, where the students pay attention to specific instructional material, (4) *time-on-task*, which is the amount of time when the students pay attention on the activities of the lessons, and (5) *academic learning*, which is related to success and educational outcome.

3.4.2.3 The Method of Teaching (Materials and Techniques)

It is very important to look at the context and situation where learners learn and how they learn. Different methods and approaches are used in language learning, such as the grammar-translation method, the audio-lingual method, the direct method, and the communicative approach.

Many studies reported that good learners use a wide variety of teaching methods rather than one single idea (Stern, 1992; Griffiths, 2008). Moreover, Griffiths (2008) suggested that the teachers should adapt and try a variety of methods in order to help their students achieve success in language learning.

Teachers can use many techniques and materials in their teaching in order to specifically improve certain language skills as listening, speaking, reading or writing. Finkbeiner (2008) explained that learners are different in the way they behave in a language-learning situation, so it is the teacher's responsibility to apply different techniques, approaches or methods, and include appropriate strategies in teaching.

3.4.2.4 Language Proficiency

Language proficiency has been investigated in several ways. Many studies have tested the relationship between learning strategy-use and language proficiency (Bremner, 1998; Chou, 2002; Green & Oxford, 1995; Ku, 1995; Mullins, 1992; Oxford & Burry-Stock, 1995; Wharton, 2000), finding a strong relationship between the strategies used and learner-proficiency.

Multiple tests and other instruments have been used to measure proficiency and the results show a positive relationship between L₂ /FL proficiency and the use of strategies. Green and Oxford (1995) studied 374 university students in Puerto Rico, using an

achievement test to measure proficiency. The study revealed significant differences in the learners' use of strategies and levels of English proficiency.

Park (1997) tested 332 Korean university students to find the relationship between their learning strategies and their English proficiency levels. By using the Strategy Inventory for Language Learning (SILL), the results reported that Oxford's (1990) six categories of strategy were correlated with the participants' TOEFL scores and that those with higher TOEFL scores used more strategies than low scorers.

Bremner (1998) examined how 149 university students in Hong Kong learning English as a foreign language used three tasks to discover their English proficiency: spoken tasks, written tasks, and discrete-item language tests. The results suggested that the use of the three strategies by proficiency level: cognitive, comprehensive, and affective strategies. Cognitive and compensation strategies were more often used by more proficient learners.

Yang (1999) investigated the effects of language proficiency on the use of language learning strategies chosen by junior college students. The results showed that language proficiency influenced learners' use of language learning strategies and those more proficient students reported using strategies more often than less proficient students.

Chou (2002) used the English scores of Entrance Exam of 474 students from five Taiwanese technological and vocational universities. The results suggested that students with a higher proficiency in English were more frequent users of learning strategies than those with lower proficiency.

Griffiths (2003) investigated 348 ESL learners at a private language school in New Zealand in order to discover the relationship between the course level and the learners' learning strategies. These learners were studying English at 7 different levels of proficiency, according to their scores on the Oxford Placement Test that includes two sections: a *grammar section* and a listening section. The results indicated a significant relationship between strategy use and course level and those students at higher levels used more strategies than students in lower levels.

However, other studies reported a negative or absent relationship between proficiency and strategy-use. For example, Mullins (1992) used the scores of 110 Thai students from the English section of a Thai university entrance examination and an English placement test as English language proficiency. The results reported that language proficiency did not correlate with overall strategy use. Moreover, the students with higher English proficiency reported lower scores.

Other studies examined the relationship between self-rated proficiency and strategy use. For example, Oxford and Nyikos (1989) examined 1200 college students learning foreign languages in the United States to identify the relationship between self-rated language proficiencies in reading, speaking, listening, and the learners' language proficiency.

The results reported that levels of self-rated language proficiency were highly related to five factors of learning strategies. The students with the higher self-rated proficiencies in the three skills (reading, speaking, and listening) showed more frequent and more effective use of strategies. Wharton (2000) also examined 678 bilingual university students to identify the relationship between strategy use and self-rated language proficiencies.

3.4.2.5 Subjects of Study

Many researchers have investigated the relationship between VLS and different subjects of study. Learners showed differences in the choice and use of vocabulary learning strategies as a result of their different subjects of study. For instance, Oxford and Nyikos (1989) investigated the effect of the use of language learning strategies by 1200 university students learning foreign languages such as French, Spanish, German, Russian, and Italian. The results showed that learners in Humanities, Social Sciences, and Education used functional practice strategies and resourceful/independent strategies more than learners of other majors such as Engineering and Business; because the learners of Humanities, Social Science, and Education practice their communication skills in natural settings and learn a language in an autonomous, that is, independent way, reflecting their attention of metacognitive strategies.

These findings support those of Chou (2002), who examined the strategy-use of 474 students from different majors learning English language at five technological and vocational colleges in Taiwan, and found that learners of foreign languages used more strategies than other learners in nursing, industrial engineering, business, information management, and education.

Peacock and Ho (2003) also examined the use learning strategies of 1,006 Chinese university learners studying EAP (English for Academic Purposes) in Hong Kong. They used questionnaires and interviews to collect data and examined differences in learners' strategy-use across eight majors: Building and Construction, Computer Science, Engineering, Science, Mathematics, English language, Business, and Primary Education. The results showed that English language majors were the most highly in the use of strategies; then, after that, Primary Education, Business, Mathematics, Sciences, Engineering, and Building/Construction learners, while Computer Science students showed the lowest use of strategies. However, Wharton (2000) investigated the impact of the different academic majors of 678 university students in Singapore on strategy-use. The results showed that the choice of major had no significant effect on strategy-use.

3.5 Conclusion

The present chapter discussed taxonomies presented by different researchers in order to understand and determine VLS used by foreign language learners. Schmitt's (1997) taxonomy will be adopted in the present study as the main VLS taxonomy to assess Libyan learners' strategy-use, using different types of research methods to frame the practical part (Chapters 5, 6, 7, 8 and 9). For example, in Chapter 5, the full list of Schmitt's taxonomy will be used as a questionnaire for learners in order to discover and assess the VLS most and least-often used by the Libyan learners learning English as a foreign language within the Libyan context.

Furthermore, this chapter has discussed the contribution of many affective factors to strategy-use, as well as variables related to the learners and their learning context, such as age, learning style, motivation, gender, culture, time, materials and techniques, language proficiency, and academic majors in order to answer the research question 2 (RQ2-What are the factors that affect students' learning of vocabulary? What are the differences between the individual learners' use of vocabulary learning strategies?). The Libyan learners and teachers themselves will not provide the answer in Chapter 5 and Chapter 6.

The next chapter will provide a theoretical framework and an explanation of the methods/instruments that are going to be used in data collection. It will also discuss the advantages and disadvantages of each research method in assessing the use of vocabulary learning strategies in the learning of English as a foreign language.

Chapter 4

Research Methods to be used to assess the Use of VLS (The Methodology)

4.1 Introduction:

There are various methods that researchers can use to help them to collect data from their participants to assess their use of VLS; such as questionnaires, interviews, diaries, observations and stimulated recall methodology. It is important to use a combination of data collection methods to make the data as complete as possible, although the exact choice will depend on a number of factors. Takač (2008) lists the following as the purpose or aim of the research including, the type of strategies being explored, the language skill or knowledge, the time gap between strategy use and data collection, the researcher and participant training in the use of the method, the number of participants and researchers, the resources available, and the context of the research.

A number of methods can be used in different ways according to their context. Since VLS are nearly unobservable (Chamot, 2005; Lam, 2007), a very wide range of different data collection methods and techniques are necessary to identify the VLS used in learning the foreign language. Therefore, my study employs several methods to collect data such as questionnaires, semi-structured interviews, diaries, and stimulated recall methodology to assess the Libyan students' use of VLS.

The purpose of this chapter is mainly to discuss the proposed theoretical framework of the present research study. Therefore, some general principles of both quantitative and qualitative research methods is be designed and applied. The methods will be presented and their use explained in this Chapter, in order to identify the VLS used in the Libyan classroom and their importance in learning English as a foreign language.

After that, each method will be used in the practical framework in the last five chapters according to their aims, research questions, procedures, analysis, and subjects (participants) to obtain the results about the use of VLS in the Libyan classroom. This chapter explains the practical framework of data collection and how each method was used to gather data, since the main purpose of the current investigation is to identify and examine the types of VLS employed by undergraduate English major students learning English at Tripoli University. Johnson (1977) research methods are procedures researchers follow in attempting to achieve the goal of a study.

4.2 Triangulation:

Triangulation refers to the use of the multiple research methods or techniques at the same time. It is simply using different methods to research the same issue with the same unit of analysis. It allows us to improve accuracy and validity; for example, both quantitative and qualitative methods can be used together to collect data within a single study (Gass and Mackey, 2005; Dörnyei, 2007). Lewis and Ritchie (2003:43) defined triangulation as “the use of different methods and sources to check the integrity of, or extend, inferences drawn from the data”. In addition, Gass and Mackey (2005:181) defined triangulation as “the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings”, and point out that triangulation can help the researcher to address many of the concerns with the various separate data collection methods.

The purpose of triangulation in research, then, is “to confirm and to improve the clarity, or precision, of research findings” (Lewis & Ritchie, 2003:275). This is mainly to provide “a more detailed and balanced picture of the situation” (Altrichter, Posch, & Somekh, 1996:117).

Four types of triangulation have been identified (Denzin, 1978; Gass and Mackey, 2005): 1) Data triangulation: involving time, space, and persons. This type includes using multiple perspectives to analyse the same set of data, 2) Investigator triangulation: involves multiple researchers in an investigation. This type also uses or engages multiple observers or interviewers, 3) Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon. And 4), methodological triangulation: involving more than one method to gather data. It is the use of different measures or research methods to investigate a particular phenomenon. This is the use of multiple data gathering procedures (e.g., interviews, written questionnaires, and observation).

Triangulation has been used in several studies (e.g., Naiman et al., 1996; Lawson & Hogben, 1996; O'Malley & Chamot, 1996; Intaraprasert, 2005) and many others. As an example, Lessard-Clouston (1998) used a test, interview, and questionnaire to compare the VLSs used by five non-natives English-speaking and six native English-speaking graduate students of theology in a core course. He developed a Test of Theological Language (TTL) for the study, focused on vocabulary. In the middle of the term, the researcher interviewed each participant in order to get more information about their learning of the specialized language of their new theological discourse community. Then, the answers of the interview questions were transcribed and, after that, analysed to identify each participant's VLSs. At the end, each participant was asked to complete an approach to vocabulary learning questionnaire (AVQ). Lessard-Clouston was able to compare the results from three separate methods of inquiry and, thus, to claim better validity and reliability for his data.

4.3 Methods Used In Assessing Vocabulary Learning Strategy Use:

There are many research methods that researchers can use in order to examine and investigate the use of vocabulary learning strategies by foreign language learners (e.g., questionnaires and interviews). However, each method has both advantages and disadvantages, where the researchers use those methods carefully and, simultaneously, with focus on the aims of their studies.

In the following sections, some relevant language learning strategy research methods that are going to be used in the practical part of the present thesis are discussed and described. Intaraprasert (2000) suggests that research methods used to identify and examine language learning strategies are procedures and processes that the researchers follow to achieve their aims of their language learning process. Cohen and Scott (1996) suggested that for each assessment method, there are a number of related issues that the researcher must pay attention to, for two main reasons: (a) not all methods are suitable for studying every type of language learning strategy, and (b) the most appropriate method may vary according to the language skill areas being studied; whether listening, speaking, writing, reading, or vocabulary.

In any study, different types of methods can be used to assess the strategies used by foreign language students. The choice of method(s) depends on the nature of the research, the type of data, the participants, the context of the research, and the availability of materials like time and money. The researchers concentrate on how or what method(s) they can use to gather information or data from the participants. Oxford and Crookall (1989) reported that the main methods or procedures used to gather data are: (a) lists based on observation and intuition, (b) interviews and think-aloud procedures, (c) note taking, (d) diaries, (e) surveys, and (f) studies on LLS training.

McDonough (1995) suggested two kinds of methods: *direct* and *indirect* methods. Direct methods are semi-structured or unstructured, and used by researchers to concentrate on or observe by themselves in language learning classes, tasks such as speaking; listening; reading; writing; (e.g. interviews, verbal reports, observations, stimulated recall and diaries, where learners can report their views about their language learning task). Indirect methods report the participants' agreement or disagreement on certain attitudes, behaviours, and beliefs in questionnaires and discourse analysis, where learners mark a structured statement given by the researcher.

For example, Cohen (1998) reported seven methods used to assess language learning strategies: written questionnaires, interviews, observation, verbal reports, diaries and dialogue journals, recollected studies, and computer tracking. In addition, Macaro (2001)

also listed six methods for collecting data about strategy research: questionnaires, diaries, interviews, asking the learners, self-reporting, and observing the learners.

A survey of the literature shows that the most popular data collection methods adopted by LLS researchers include the following:

– Written questionnaires (e.g., Ehrman & Oxford, 1989; Cohen & Scott, 1996; Gu & Johnson, 1996; Schmitt, 1997; Kojic-Sabo & Lightbown, 1999; Fan, 2003; Peacock & Ho, 2003; Intaraprasert, 2005; Wu, 2005; Wei, 2007; Takač, 2008, Seffar, 2014; Rojananak & Vitayapirak, 2015; Askar, 2016).

– Interviews (e.g., O'Malley et al., 1985a & b; O'Malley & Chamot, 1990; Cohen & Scott, 1996; Li & Munby, 1996; Naiman, Fröhlich, Stern & Todesco, 1996; Gao, 2003; Gu, 2003; Peacock & Ho, 2003; Gan, Humphreys & Hamp-Lyons, 2004; Parks & Raymond, 2004; Alharthi, 2014).

– Think-aloud protocols or verbal reports (e.g., Block, 1986; Anderson & Vandergrift, 1996; Cohen & Scott, 1996, Lawson & Hogben, 1996; Goh, 1998; De Courcy, 2002; Nassaji, 2003; Xhaferi, 2007a and b).

– Written diaries (e.g., Cohen & Scott, 1996; Oxford, Lavine, Felkins, Hollaway & Saleh, 1996; Carson & Longhini, 2002; Alaszewski, 2006).

– Classroom observation (e.g., Ahmed, 1989; O'Malley, Chamot, Stewner-Manzanares, Russo, & Kupper, 1985a & b; Naiman, Fröhlich, Stern & Todesco, 1996; O'Malley & Chamot, 1990; Baily, 1996; Cohen & Scott, 1996).

Furthermore, Cohen (1998) explained that methods are selected according to one of the following: (a) the objective of the study as expressed through the specific research questions, (b) the language modalities involved as the receptive modals (listening and reading) and the productive modals (speaking and writing), (c) the language learning environment, (d) the reliability and validity of the given instrument, (e) time constraints, and (f) budgetary considerations.

The following methods will be used in the practical part of the present thesis: vocabulary level tests, background questionnaires on VLS use and choice for both learners and teachers, teachers' interviews, teachers' and learners' diaries, and stimulated recall methodology (Direct Classroom Observation and Stimulated Recall Interviews (SRI)).

4.3.1 The Vocabulary Levels Test:

The vocabulary levels test will be used in the next chapter (Chapter Five). The test was adapted from the vocabulary levels test by Schmitt (2000). This type of test was used to discover the participants' vocabulary size and to assess their level of vocabulary (e.g., high or low students).

Vocabulary Levels Test (VLT) is used to collect data on subjects' level of ability or knowledge of FL in areas such as vocabulary, grammar, reading, and general proficiency. VLT has proven to be a useful instrument for testing vocabulary at certain levels (Read, 2000). Nation (1990) gives six reasons for testing vocabulary: 1) to find learners' total vocabulary size, 2) to compare vocabulary knowledge before and after the course, 3) to keep a continuing check on progress, 4) to encourage learning by setting short-term goals, 5) to see the effectiveness of your teaching, and 6) to investigate learning. In addition, Koda (2005) pointed out that vocabulary is measured in research using three major categories: assessing vocabulary proficiency, approximating vocabulary size (the number of known words), and calculating vocabulary depth.

In order to test students' knowledge of vocabulary, the VLT is designed to give an estimate of vocabulary size for second language (L₂) learners of general or academic English. Nation and Meara (2010) reported that vocabulary tests can have a range of purposes: to measure vocabulary size, to measure what has just been learned in general or a course, and to diagnose areas of strength and weakness. The purpose of VLT test was to identify the students' level of English vocabulary.

The original VLT was developed by Paul Nation in the early 1980s (1983-1990). It measures the size and knowledge of words at four frequency levels 2,000, 3,000, 5,000, and 10,000. There is a fifth level that used as a special level for academic words. At each level, there are 36 words and 18 short definitions. The test takers were asked to match a group of 6 words to 3 definitions or meanings. The definitions and meanings are expressed as synonyms, definitions, or short phrases.

4.3.2 Questionnaires:

The use of questionnaires has been the most common research method in the field of LLS and VLS as a quantitative method. According to Gass and Mackey (2005), quantitative methods conceptually divide into: (a) associational type, to determine if there is a relationship between variables and the strength of that relationship, and (b) experimental type, using one or more variables to determine the effect on another variable.

Oxford's SILL (1990) is the most famous questionnaire that has been used across cultures and languages (Takač, 2008). Gao (2004: 10) stated that "questionnaires are

important in LLS research, since they help us to establish a shared understanding of language learners' strategy use".

In this field of study, Oxford (1990) designed the SILL (Strategies Inventory for Language Learners) as an instrument to collect data with her taxonomy of language learning strategies. In this questionnaire, she used five-point Likert-scales for each strategy. It has six sub-categories of strategies (metacognitive, memory, cognitive, compensation, social, and affective) under two group-categories (direct and indirect).

SILL is widely used for collecting data from a large number of participants. Oxford and her colleagues have used SILL in many different studies to identify language learning strategies (e.g., Oxford & Nyikos, 1989; Oxford, 1990; Oxford & Shearin, 1994; Ehrman & Oxford, 1995; Oxford & Burry-Stock, 1995; Green & Oxford, 1995; Bedell & Oxford, 1996; Lan & Oxford, 2003; Oxford, Cho, Leung, & Kim, 2004; Oxford & Lee, 2008).

Gao (2004) mentioned that SILL has been recognised as one of 'the most comprehensive' learner strategy survey methods. Furthermore, Chamot (2005) describes SILL as a standardized measure with versions for English as a second language students and students of a variety of other languages. It has also been used in many different studies to assess the use of learning strategies with other factors that influence their use and choice such as gender, proficiency level, culture, and others (e.g., Rubin and Thompson, 1994; Weaver & Cohen, 1997; Chamot & El-Dinary, 1999; Kojic-Sabo & Lightbown, 1999; Ozeki, 2000; Wharton, 2000; Fan, 2003; Wu, 2005; Wei, 2007; Takač, 2008; Seffar, 2014).

The questions in the questionnaires should not be long, complex or confusing. Dörnyei (2007) proposed many types of questions that can be used to collect data through the questionnaire. For instance:

- 1- *Factual questions*: are those questions that are used to discover or search for specific facts about the participants' characteristics (e.g., age, gender, occupation, learning history, language learning environment, time spent in learning, level of education, and more).
- 2- *Behavioural questions*: are those questions that are used to identify what the participants are doing or have done in the past, actions, habits, and personal information.
- 3- *Attitudinal questions*: are those questions that are used to describe what people think, beliefs, attitudes, values, interests, and opinions (Dörnyei, 2007).

In the present thesis, two different questionnaires are used to collect data:

4.3.2.1 Vocabulary Learning Strategies Questionnaire (VLS-Q) (Schmitt, 1997):

The VLS-Q questionnaire will be used to discover the frequency of vocabulary learning strategy-use by Libyan university students. The structure of the VLS-Q questionnaire is divided into two sections. The first section included eight questions related

directly to the learners about general background factors that affect their strategy use as gender, age, their mid-year-test level, years of learning English, and other questions concerned with the subjects. The second section is related to their use of VLS and included definitions and descriptions of fifty-eight items of VLS adopted from Takač (2008) and based on Schmitt's (1997) taxonomy (see Chapter Two for more details on this taxonomy). The items have been defined and described because Schmitt's taxonomy employs linguistic terms that are difficult for the subjects to understand. . For example, Schmitt's (1997) 'use semantic maps' as a memory strategy was defined in the questionnaire as: '*I try to give the word's associates in English in a diagram*'. This taxonomy can be used with different subjects of different ages with similar backgrounds.

There are many VLS used, such as the employment of dictionaries, repetition, teacher-explanations, translation, note-taking, self-management, grouping, and others. These strategies are divided by Schmitt (1997) into:

1- Discovery Strategies:

- Determination strategies: used to identify and discover the meaning of new words using new special ways = (strategies).
- Social Strategies: used to discover the meaning of new words from others such as classmates and teachers who know = (strategies).

2- Consolidation Strategies:

- Social strategies: used to learn in groups = 3 strategies.
- Memory Strategies: used to remember a word = 27 strategies.
- Cognitive strategies: used to understand and store words = 9 strategies.
- Metacognitive strategies: used to evaluate learning = 5 strategies.

The learners were asked to use a five-point Likert scale to indicate how often they use a particular strategy. The degrees of frequency are [1] *never* (I never used this strategy), *neutral* [2] I use this strategy but it's not important, [3] *sometimes* (I use it half the time), [4] *often* (I use this strategy and it is important), and [5] *always* (I always use this strategy).

4.3.2.2 Tseng, Dörnyei and Schmitt's Self-regulating Capacity in Vocabulary Learning scale (the SRCvoc Scale):

The SRCvoc questionnaire is a research method originally developed by Tseng, Dörnyei and Schmitt (2006) to measure self-regulatory capacities that will result in strategy-use in vocabulary learning (Dörnyei, 2005). The SRCvoc scale is designed to collect data about how learners plan, manage and control their own personal vocabulary learning. The SRCvoc focuses on five facets: 1- commitment control, 2- metacognitive control, 3- satiation control, 4- emotion control, and 5- environmental control.

The questionnaires are the most effective and comprehensive method used to assess the frequency of language learning strategy use (Oxford, 1996; Cohen & Scott, 1996; Macaro, 2001). The questionnaires do not always produce quantitative data but they collect data that can then be relatively, statistically, and easily analysed and described. However, there can be difficulties accessing some specific information with questionnaires, and it is difficult to measure the accuracy of the participants' answers and replies. Furthermore, there is no guarantee that the questionnaires that have been sent out will be returned.

Qualitative methods are very useful methods for the researchers to assess, describe and discover language learning strategies in their context because the data and answers are directly collected from the participants themselves. Seliger and Shohamy (1989) define qualitative methods as useful approaches wherever an investigator is concerned with discovering or describing second language acquisition in its natural state or context and where there are no assumptions about what that activity consists of or what its role is in acquisition. In addition, Seliger and Shohamy (1989:160) discovered that "by using a variety of procedures and by obtaining data from a variety of sources, the researcher often obtains rich and comprehensive data".

Qualitative methods are used to collect open ended or non-numerical data that are analysed by different methods. They involve extensive narrative data in the form of insights, views, opinions, and experiences. They usually include the following characteristics: (1) the use of qualitative methods can offer a rich detailed description of data, (2) they aim to collect data from their natural context (events in the language learning classroom), (3) there are a few participants rather than a large group, and (4) the research questions are usually general and open-ended.

Any of the qualitative research methods uses one or more techniques for collecting empirical data because most qualitative data is non-numeric. These techniques range from interviews, classroom observations, verbal reports, and written diaries. Written data sources can include published and unpublished documents, e-mails, reports, memos, letters, faxes, journal articles, and others.

A very wide range of qualitative methods can be mentioned and used to assess the use of VLSs. They are: interviews, language learning diaries, observations and stimulated recall methodology.

4.3.3 Interviews:

Interviews – "purposeful conversation" (Frey & Oishi 1995:1) – have been widely-used by many researchers and are very important because the participants can explain in-

depth their views, attitudes, knowledge, experience, and beliefs. Nunan (1992:231) described interviews as “the elicitation of data by one person from another through person-to-person encounters”. Macaro (2001) mentioned that interviewing language learners about the way that they use strategies can be very productive and an excellent way of complementing a questionnaire.

Interviews, as a method, have been used by several researchers such as O’Malley, Chamot and others in many studies to assess their students’ classroom and non-classroom tasks; for example, grammar, speaking (pronunciation), vocabulary, and listening comprehension to collect data on learning strategies (Oxford, 1990). There are two types of interviews: 1- *structured interviews*: are widely used as oral questionnaires. The researcher asks the participants a list of pre-prepared and pre-planned questions, and 2- *unstructured interviews*: include unplanned, unprepared and non-controlled questions.

O’Malley et al. used interviews to identify the kind, choice, and the frequency of the language learning strategies of seventy second language students at the beginning and intermediate levels in three high schools in Northern Virginia. The study also included twenty two teachers. The results indicated that a number of strategies were used by the learners. They used cognitive than metacognitive strategies more than other types of groups. In addition, the teachers were not, in general, aware of their students' strategy use.

In the present thesis, semi-structured interviews are used to collect different types of data from the participants (the teachers) such as: views, insights, attitudes, beliefs, and opinions toward their learners’ VLS used in learning a foreign language. Interviews also can provide background data about the participants (their past experience), assess their present situation, and organise their future awareness. Nunan (1992) insists that semi-structured interviews are used in qualitative collection because they are flexible, allowing and giving both the participants and the researcher opportunities to respond to the topic and the time of the interviews.

The interviews are divided into three main parts. The first part is related to explaining the purpose of the study. The second part is the most important one; the subjects are asked about their VLS use in learning the foreign language. The third part includes further questions they wanted to ask (to see a full list of the interview questions, see in the Appendix-11).

The main aim of the interviews is to find out specific information by talking directly to the participants themselves. The interviewer usually asks certain questions and the interviewee answers in a face-to-face interview or using some materials such as the telephone or the internet. The researchers can audio or video tape the session or take notes of the main points discussed.

This method is very detailed, expensive, extensive and well-explained. The number of the participants or the samples is small and can be selected carefully by the researcher. In addition, it is time consuming to set up, requires good communication skills, is difficult to administer because it is from the interviewer and interviewee directly, difficult to analyse, can be affected by some environments such as voices or noise outside the room of other people nearby, ringing mobiles or telephones, the sound of moving chairs and tables, etc.

4.3.4 Language Learning Diaries:

Diaries are another important research method used in language learning strategies research. They are used to provide and produce useful data on a wide range of aspects of foreign language learning. As Macaro (2001) points out that, those diaries are critical because they provide the researcher with both a broad longitudinal picture and the insight of introspection.

Language learning diaries are self-reports where the learners, teachers, or observers report many aspects of their learning process. Diaries include the individual learners' and teachers' insights into their own language learning and teaching processes in the classroom. Oxford, Lavine, Felkins, Hollaway and Saleh (1996: 20) reported that "a language learning diary helps learners become more aware of their strategies at any given time and across a long period. It also helps them pay attention to specific strategies they use in certain circumstances, and it highlights their attention toward the strategies their peers use. Language learning diaries are a type of self-report which allows learners to record on a regular basis numerous aspects of their learning process".

The format of diaries is normally unstructured, different, very wide, and written randomly. They include information on a wide range of different themes and topics. The participants can write as much information as possible from the lesson, as this information can help them in their revision. They can also write some notes in their own language.

Using diaries in classroom learning can improve and increase learner-awareness of different strategies that they use or can use to support their learning. Those diaries help their learners improve their language learning process and allow teachers to suggest solutions about ways to solve problems. However, diaries need support from other methods of research because they could be subjective. They are also usually written in a free-form manner that can make data harder to analyse. In addition, data from different participants may not be directly comparable, as learners write varying amounts in different ways (i.e., their own way of learning) (Rubin, 2008).

Additionally, Rubin (2008) concluded that diaries can be used very effectively to help students to become aware of their learning process and begin to reflect on new ways to address their learning problems. Rubin (2003) already concluded that using diaries in

language classes is an easy and *simple* technique because all participants know what a diary is and how it should be written. It is very *useful* because it helps the learners to focus attention on their learning process, be aware of their problems, and to solve those problems. A diary also helps the teachers to become aware of some of their students' problems. It is *powerful* because it motivates students and allows them to begin taking control and become aware of their learning processes.

According to Alaszewski (2006), diaries have many characteristics: They are a) *regular*: all diaries are organised according to a sequence of dated and regular events happened in a long period of time, b) *personal*: each individual participant writes his/her own diary, c) *contemporaneous*: the events are made at the time or near time when they occurred so that they do not encounter problems of recall, and (d) *a record*: the recorded information is very important and necessary and may include events, behaviours, beliefs, activities, feelings, and others. It usually takes a form of a time-structured written document.

The main aims of using diaries in foreign language learning are that they allow the researcher to see the language learning development during a long period of time, find out what is significant to the participants, encourage the learners or teachers to gain confidence, make sense of difficult classroom materials, and write their own insights. Furthermore, they are necessary for learners and teachers after the classroom, can be a low-cost method to collect information from participants, are preferred for use with shy participants, and finally, they are flexible and can be used in a range of designs (Nunan, 1992).

4.3.5. Introspective Methods:

Introspective methods are very widely used methods in the field of education, psychology and philosophy to assess and observe the learning processes of the subjects and participants. For example, McDonough and McDonough (1997: 190) used introspective methods because these "techniques have been developed for getting learners to reveal their own thought processes while or shortly after performing some kind of language activity". Nunan (1992) noted that introspective methods are designed to help researchers to drive insights into the mental processes underlying observable behaviour. He also defined them as the process of observing on one's thoughts, feelings, motives, reasoning processes, and mental states, with a view to determining the ways in which these processes and states determine the behaviour. Furthermore, Gass and Mackey (2005) reported that those methods can afford researchers access to information unavailable from observational methods.

In FL research, a wide range of introspective methods, such as stimulated recall methodology, verbal report, diary research in classroom contexts, think-aloud technique, etc.,

have been used especially in classroom research. Therefore, this chapter will also provide an overview of the use of stimulated recall methodology in a foreign language context.

4.3.5.1 Stimulated Recall Methodology:

The ultimate aim of the present study is to assess vocabulary learning strategies used by foreign language learners using Stimulated Recall Methodology (SRM). This method provides a complete, clear picture of the extent to which students are aware of their strategic behaviour in action (Lam, 2007). Tseng, Dörnyei and Schmitt (2006) noted that the researchers can apply more qualitative methods such as SRM and structured observation to achieve a fuller understanding of the whole picture of learning vocabulary. According to Lam (2007), SRM can be characterized as a retrospective technique for data collection based on retrieval cues that may entail audio or visual prompts (e.g., tape recorder, video, etc.) to help the participants to recall thoughts they have while performing a specific task.

SRM has been initially used in second and foreign language research to determine when and if particular cognitive processes as search, retrieval or decision making are used (Gass & Mackey, 2000; Evans, 2009). This present study aims to identify and elicit a comprehensive verbal and true account of the Libyan learners' thought processes at that specific time. Stimulated recall is used as a research method to facilitate Libyan students' explanations of their own use of vocabulary learning strategies in learning English as a foreign language. The main use of this method is to allow the participants to discuss and explain their beliefs, attitude, and decision-making that occurred when performing a specific task such as vocabulary learning (Oxford, 1991; Stough, 2001; Gass & Mackey, 2005, Sime, 2006).

This current study starts with direct observations followed by stimulated recall interviews. Direct classroom observations are a qualitative method of collecting data directly from the participants in their language learning context. Six elements are very important in using observations: the participants and their learning, the context of learning, such as the classroom, the sequence of their learning in nature, their educational strategies and activities, the media used, such as the video-camera, and the design and the processes used. As Robson (2002:310-311) reported, "a major advantage of observation as a technique is its directness". Here the researcher does not ask any questions to the learners about the attitudes, views or comments. He or she only watches what the learners do and observes them while they are learning.

Observations basically take place within the classroom context. They are where the researcher observes and records the learners' use of strategies when learning language. According to Oxford (1990), the researcher can record the learning strategies from the observation in several ways: e.g., by taking structured notes through checking off the

strategies, the researcher can see into a certain period of time in the class lesson, and by interviewing the participants, ask them how they learn. Cohen and Scott (1996) suggested that in preparing an observational study, the researcher needs to consider a wide range of factors: the number of observers (the participants), the frequency and duration of observations (time), and how can data be collected, tabulated and analysed (data analysis).

Many studies have used classroom observation as a method of collecting data, for example, Rubin (1981), Bialystok (1983), Baily (1996), and others. This method is appropriate and used with language learning participants by using activities, note taking, and asking questions. However, it could be difficult to observe the participants as Cohen (1998) stated that some students' behaviour may change when a researcher or video camera is present in the classroom.

After that, stimulated recall interviews are used to gain insight and comments from the learners about their VLS. According to Gass and Mackey (2000), SRM has been used in five different areas of second language research, which are: oral interaction, acceptability judgments, reading, L₂ writing, and interlanguage pragmatics. Their participants were periodically asked to fill in three types of forms such as written records, audiotapes or videotapes that are used to help them recall their learning process in general.

4.3.5.1.1 Definitions of Stimulated Recall Methodology:

Stimulated recall methodology is a subset of a classroom introspective research method which accesses the participants' reflections on their own language learning. In philosophy and psychology, many studies used SRM as an introspective research method for qualitative data collection (Nunan, 1992; Lotfi, 2000; Gass and Mackey, 2000 and 2005; Henderson and Tallman, 2006). Many researchers (e.g., Bloom, 1953:161) defined SRM as follows: "[...] the basic idea underlying the method of stimulated recall, is that the subject may be enabled to relive an original situation with vividness and accuracy if he is presented with a large number of the cues or stimuli which occurred during the original situation". Calderhead (1981: 212) reported that the term 'stimulated recall' has been used to represent a variety of techniques. It includes "the use of audiotape or videotape of skilled behaviour, which are used to aid the participant's recall of his thought processes at the time of that behaviour". He also mentioned that "the cues provided by the audiotape or videotape will enable the participants to 'relive' the episode to the extent of being able to provide".

Nunan (1992) defined SRM as a technique in which the researcher records behaviour, usually on video- or audio-tape, and then gets the subjects to comment on the behaviour, using the recording as an aid to memory.

Gass and Mackey (2000:1, 2005) defined SR as "one subset of a range of introspective methods that represent a means of eliciting data about thought processes

involved in carrying out a task or activity". They also stated that it is an introspective technique for gathering data that can yield insights into a learner's thought processes during language learning experiences. This method can be used to provide the researcher with access to the learners' interpretations of the events that were observed, and can be a valuable source of information for researchers interested in viewing a finely detailed picture of the classroom (2000:35).

Lyle (2003:861) defined SR as "a family of introspective research procedures through which cognitive processes can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event". He also reported that SR has been used extensively in educational research in teaching, nursing and counselling as "an introspection procedure in which (normally) videotaped passages of behaviour are replayed to individuals to stimulate recall of their concurrent cognitive activity".

Henderson and Tallman (2006:55) defined stimulated recall as "an introspective method that can be used to elicit people's thought processes and strategies when carrying out a task or activity". They reported that this method relies on "a visual prompt, usually a videotape, of each interviewee carrying out the task in order to aid participants' recall of their thoughts and strategies during that task" (p. 64).

Ellis (2008) also described stimulated recall as a technique for eliciting a retrospective report. It is used to explore the learners' thought processes at the time they performed an activity by asking them to report their thoughts after they have completed a task.

Ryan and Gass (2012) defined SR as a method used to elicit qualitative data relating to the thought processes associated with performing an action or participating in an event.

Gazdag et al. (2016) viewed the term 'stimulated recall methodology' as a subset of introspective research methods that helps the researchers to access, examine and understand the participant's reflections on mental processes (based on Fox-Turnbull, 2009).

4.3.5.1.2 The Importance of Stimulated Recall Methodology in Educational Research:

Gass and Mackey (2000) explained that SRM specifically can be useful for three reasons: 1) it can help to isolate particular events from a stream of consciousness and identify the type of knowledge a learner uses when trying to solve particular communicative problems or when making linguistic choices or judgments, 2) it can help to determine if this knowledge is being organized in specific ways, and 3) it can be used to help determine when and if particular cognitive processes, such as search, retrieval, or decision making are being employed.

Furthermore, Fox-turnbull (2009) reported that SRM provides an opportunity for real life context. It was basically used to investigate more deeply the subjects' thoughts and feelings by giving them more activities to help them to connect their experience with

accuracy of recall. The use of this technique in understanding the learning processes in foreign language learning is gaining more importance where the participants' words are used to determine the situation.

In this current study, SRM will be used to investigate the learners' pedagogical thinking: they will be asked to recall their memories while and after the classroom event to identify the thoughts that occurred at that time. According to Lam (2007), SRM contributes to our understanding of the learners' strategy use in two ways: 1) it provides a window into the black box of the learners' minds and 2) it enables us to understand the learners' awareness of what counts as strategic.

4.3.5.1.3 The Use of Stimulated Recall Methodology as a Research Method in the Classroom:

Generally speaking, SRM is used to collect data, for information processing and to analyse how FL is learned and taught within the classroom. The main use of this method is to collect data from classroom actions. Therefore, this present study discusses the use of stimulated recall as an instrument for assessing how foreign language learners use VLS within their language learning context (classroom).

SRM is mainly used to explore and identify learners' thought processes or strategies by asking them to reflect on their thoughts after they have carried out a specific task (Gass & Mackey, 2000). It is used to identify the mental processes used by the learners as they want comprehend, remember, and recall their thoughts after an event. Nunan (1992: 203) stated that SRM "can be used to provide the researcher with access to the to the learners' interpretations of the events that were observed, and can be a valuable source of information for researchers interested in viewing a finely detailed picture of the classroom". He also added that it enables teachers and learners as well as the researcher to present what is going on in the learning classroom. Egi (2008) discussed that SRM has been widely used to obtain insights into learners' cognitive processes, reading strategies, test-taking strategies, and so on.

To collect data using stimulated recall, the researchers usually use video and audio recordings of the participant in action, which they are later shown to use as a prompt and asked to reflect on (McDonough & McDonough, 1997; Gass & Mackey, 2000; Stough, 2001).

According to Henderson, Henderson, Grant and Huang (2010), stimulated recall has for a long time been used as a data collection method that allows the researcher to gain, elicit, identify, and explore the participants' thinking (Gass & Mackey, 2000; Henderson & Tallman, 2006). For example, this method has been used to collect data in the following areas of study:

- Students' thoughts during lectures and tutorials (Bloom, 1953).

- Teachers' decision-making processes (Education) (Clark & Peterson, 1976).
- Teacher and pupil thought processes (Tuckwell, 1980).
- Teachers' retrospective reports of their thought processes (Calderhead, 1981).
- Teachers' thoughts during interactive teaching (Keith, 1988).
- Relationships between teachers' beliefs and classroom practices (actions) (Meade & McMeniman, 1992).
- Classroom learning research (in-class learning) (O'Brien, 1993).
- Students' thinking processes during their engagement in classroom tasks in science and social studies units in upper elementary school classrooms (Nuthall, 1999).
- Second language acquisition (Gass & Mackey, 2000).
- The content and nature of instructional thinking in expert special education teachers (Stough, 2001)
- Reflection on text progression in L₁ and EFL writing (Lindgren, 2002).
- Decision making by sports coaches (Lyle, 2003)
- Teacher-librarians' mental models (Henderson & Tallman, 2006).
- The understanding of young children's perceptions of learning in classroom settings (Morgan, 2007).
- The roles of cognitive factors in second language acquisition (SLA) (Egi, 2008).
- Learners' cognition (Lam, 2008).
- Pupils' thinking about online bilingual communication (about using and learning a foreign language) (Evans, 2009).
- Types of thinking skills and strategies employed by 1st year university students engaged in a Chinese language and culture lesson in Second Life (Henderson, Henderson, Grant and Huang, 2010).
- The replay of a writing process (Sabbaghan, 2013).
- Novice teachers' pedagogical knowledge and the relationship between teachers' knowledge, beliefs, and decision making (Gazdag et al. (2016).

4.3.5.1.4 Advantages of Stimulated Recall Methodology:

There are many useful advantages of this approach as a method for collecting complete data about language learning. Stimulated Recall methodology allows the selected participants to explain their thoughts and decision making (Clark & Peterson, 1976; Calderhead, 1981; Parker, 1985; Nuthall, 1999; Stough, 2001; Lyle, 2003; Gass & Mackey, 2000-2005; Sime, 2006; Fox-turnbull, 2009).

According to Fox-turnbull (2009), SR also provides a whole picture of real-life context in learning classrooms. It is a valuable tool for collecting research data and it is designed and organized as soon after the event as possible because consists of various techniques used

to remind students or teachers of their previous thoughts. SR allows the participants to explore the range of processes recalled.

4.3.5.1.5 Types of Stimulated Recall Methodology:

Based on the aims of this study, SRM is divided according to the interview discussion where the students reported and recalled their own VLS, allowing the researcher to assess those strategies used in learning the foreign language. In the recall sessions, the researcher can use video recording to replay, recall and reintroduce scenes that took place in the observation because it is difficult for the participants to remember every event. The recall assists in one of two ways: either a pre-designed set of more or less structured questions or a less structured interview situation. There are three types of stimulated recall according to Gass & Mackey, (2000): (1) *Consecutive recall*: this type of SRM happens immediately after observing a language event. The participants of the study are interviewed as individuals or in groups in order to gain insights about their learning and behaviours, 2) *Delayed recall*: this type of SRM happens perhaps a day or so after the language event. The subjects are asked some questions about their learning and asked to bring the answers the next day, and 3) *Non-recent recall*: this type of SRM is used in research to reflect the learners' insights over a period of time about their learning (e.g., about learning strategies).

4.3.5.1.6 Research on the Use of SRM:

In more than thirty years of investigation, researchers have used a very wide range of different methods and approaches to identify VLS. Gass and Mackey (2000) indicate that SRM has a long history as an introspective method for collecting data in second and foreign language research. This method has been used in research studies of medical, educational, psychological, classroom researches since the 70s. It has been effectively used in many different educational studies –teaching and learning studies (Bloom, 1954; Clark and Peterson, 1976; Tuckwell, 1980; Calderhead, 1981; Parker, 1985; Keith, 1988; O'Brien 1993; Wear and Harris, 1994; Barrows, 2000; Gass and Mackey, 2000, Stough, 2001; Busse and Ferri, 2003; Lindgren and Sullivan, 2003; Lyle, 2003; Beers, Boshuizen, Kirschner, Gijsselaers, and Westendorp, 2006; Henderson and Tallman, 2006; Polio, Gass and Chapin, 2006; Lam, 2007; Schepens, Aelterman and Keer, 2007; Egi, 2008; Nilsson,2008; Evans, 2009; Ryan & Gass, 2012; Gazdag, 2016; and more).

According to Gass and Mackey (2000), SRM has been used in five different areas of second language research which are: oral interaction, acceptability judgements, reading / vocabulary, L₂ writing, and interlanguage pragmatics. The participants periodically filled in three types of forms such as written records, audiotapes or videotapes, which are used to help them in recalling their learning process in general.

SR has been used effectively in many studies, including those decision-making strategies and mental models where 'in-action' mental models held by students and teachers during instructional activities were studied. These studies have been selected to illustrate a list of examples that were successfully investigated using stimulated recall methodology:

SRM was initially used by **Bloom (1953-1954)** as a method to study and recall students' actual, conscious, observable thoughts after a classroom event about fifty-seven years ago. The students listened to audio recordings and discussed the lecture they had participated in. In the results, he noted that recall of what happened in that lecture was 95% accurate if the recording was heard two days after the event, and dropped to 65% accuracy up to two weeks later. He (1953: 16) concluded that "students do not report all their thoughts; frequently they select and report the thoughts they believe most relevant, or they tend to characterize their thoughts rather report them as they occurred".

Clark and Peterson (1976) studies the decision-making processes of 12 experienced teachers in a laboratory setting. Those teachers were given the task of teaching a social studies lesson to eight junior high school students. Each teacher was given 90 minutes to plan thinking aloud into a cassette tape recorder before teaching. The results and the finding implied three generalizations: 1) teachers consider alternative plans only when the instructional process is going poorly, not because they are trying to optimize instruction; 2) pupil participation and involvement were the primary cues used by teachers to judge the observation process; and 3) teachers rarely changed their plans, even if the instruction was going poorly.

In **Tuckwell's (1980)** study, several researchers used stimulated recall techniques in research on teacher and pupil thought processes at the University of Alberta. It provides the theoretical issues as well as the practical discussion surrounding the SR session. SR typically provides access to the participants' thought processes. They used a videotaped or audiotaped recording of the event and replayed it in order to assist the participants in recalling the accurate mental activity which accompanied the behaviour.

A valuable insight into stimulated recall methodology was investigated by **Calderhead (1981)**, who provided a means of collecting teachers' retrospective reports of their thought processes. He noted that SR techniques may assist the researcher to gain access to the cognitive processing of more global units of teaching, such as plans, though perhaps not so easily to the processing involved within such units. He reported issues arising from the participants' anxiety and the limitations of the visual cues. He concluded that although questions of validity cannot be completely resolved, the technique presents a systematic approach to the collection of data potentially useful in research on teaching.

Parker (1985) examined 24 elementary school teachers to report their interactive decision making (IDM) by comparing three analyses (two quantitative and one qualitative) of stimulated recall data gathered in interviews. The results in the quantitative study found that teachers' reflection on their own IDM can generate significant modifications in it. The qualitative study generated three hypotheses about the relationship of IDM, time, and learning activities.

Furthermore, **Parker and Gehrke (1986)** interviewed 12 elementary school teachers to describe the decisions they made during lessons conducted shortly before. Categories and terminology were generated and, using the constant comparative technique, hypotheses grounded in the data were developed. The first hypothesis embeds these teachers' interactive decision making (IDM) in the structure of the lessons they were conducting, and subordinates IDM to teachers' cognitive representations of the activity at hand. The second hypothesis identifies the central intention of IDM: to move a learning activity to completion according to the cognitive representation; and the third hypothesis specifies the role of decision rules and routines.

Keith (1988) used SR to identify a variety of interviewing techniques designed to provide access to teachers' thoughts during interactive teaching. He concluded that the verbal reports received through SR are of questionable validity when identified as interactive thoughts or decision-making. It also seems that verbal reports of reflection on knowing-in-action might be encouraged through unstructured interviews during the viewing of the videotape, rather than through the use of a schedule of questions. Finally, two analytic techniques are suggested that provide the researcher with means of approaching verbal report data that are consonant with the view of the data as professional craft knowledge (i.e., teacher coding of the data into categories selected and named by the teacher, and analysis of the metaphoric language used during the interview).

Wear and Harris (1994) studied 15 undergraduate student teachers at a Southeastern public University. This study is an attempt to determine the value of SR as a component of action research that leads to reflection. The results showed that the use of SR "provided these student teachers with an opportunity to be more reflective by recalling significant aspects of their teaching experience that would otherwise have been forgotten" (p. 49). And without stimulated recall, most of the participants failed to recall more than 50% of their deviations from their lesson plans. They recommended that teachers be trained in the use of stimulated recall in their teaching.

Nuthall (1999) investigated students' thinking processes during their engagement in classroom tasks in science and social studies units in upper elementary school classrooms. This was conducted as part of a series of studies on learning. He included students in two classrooms from the fifth and sixth grade, and 16 selected students were interviewed after

the thinking tasks after 20 days. The video recording, used to stimulate their memories, and the open-ended interviews with the video-clip, were successful approaches: the results indicated that about 36% of the students' responses described something about their thinking processes, but most of the content of these responses was closely related to their behaviour.

Gass and Mackey (2000) provide a detailed analysis of SRM and how it has been traditionally used in second language research to determine when and if particular cognitive processes such as search, retrieval or decision making are employed. They also stated that it is where a recording is used as a means of recalling a participant's memory of an event. Their book is a comprehensive reference for SRM, and they used it in five distinct areas of SLR: oral interaction, acceptability judgements, L2 reading/vocabulary, L2 writing, and interlanguage pragmatics. They offered three reasons for the use of stimulated recall methodology and the relationship between these reasons and mental model theory is illustrated below in Figure 4.1.

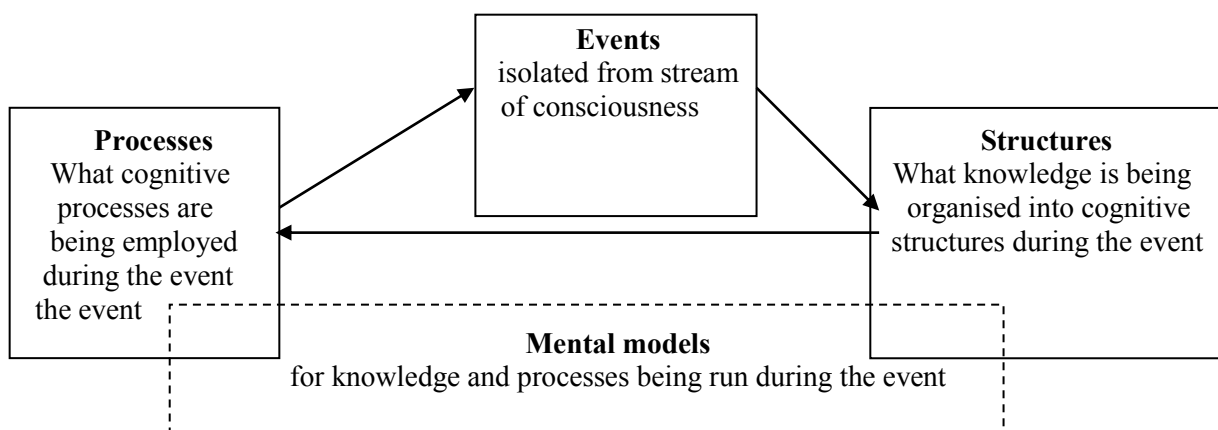


Figure 4.1:- The relationship between reasons for the use of stimulated recall methods and mental model theory

Gass and Mackey used questions such as “what were you thinking here/at this point/right then?” (p.154) to prompt participants' recall. They concluded that SR data can provide valuable information about some of the complex processes involved in learning second languages. In addition, they described SR as having four main uses and allow the researcher to: 1) focus on sections of an overall performance and analyse specific linguistic choices or decisions and the type(s) of knowledge the participants apply to those decisions and choices, 2) explore and identify the cognitive structures the participants bring to the organization of their knowledge, 3) determine if or when specific cognitive structures are used for specific decisions, and 4) correlate reporting with the specific behaviour stimulating the recall (cited in Russell and Winston, 2014: 108)

Stough (2001) investigated whether SR could facilitate the transfer of expertise to student teachers through the provision of models by expert special educators in a real-world context. She studied 19 special education teachers with about 5 years' experience. The data were collected by five different researchers using many other methods such as interviews and observations. The videotaping SR procedure took place after each observation with the teacher to obtain reflections about the classroom interactions or consultations. In the second phase, 14 from those 33 pre-service special education teachers participated, and received supplemental training developed from the first phase, while the other 19 served as a control group. The findings showed that it is possible to design contextually rich cases of effective special educators and to use these in instruction for pre-service teachers. Both the pre-service and expert teachers became comfortable with the SR technique.

Lindgren and Sullivan (2003) included two female Swedish 13-year-olds who wrote descriptive texts in English using the computer key-stroke logging program, Jedit, which registers each key-stroke and its time of occurrence. Jedit includes a replay facility. Half of the writing sessions were directly followed by a stimulated recall session, in which the writers used the software to comment upon a text's composition progression. A teacher took part in the discussion and gave focus on form elaboration when required. Later, the students were invited back to revise their texts. In the analysis we have coupled the comments from the first writing occasion with the changes made. They have also analysed the number of words written and revisions undertaken in each text's composition progression. The results show that the stimulated recall sessions were awareness-raising and that they induced the writers to revise more, as an influence of the discussion.

Lyle (2003) reviewed the strengths and weaknesses of SR and exemplified its use in a study of non-deliberative decision-making by sports coaches. It is introspective research procedures through which cognitive processes can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event. This study reaffirms the potential limitations of subjects reordering their accounts in response to activating deeper memory structures and in order to maintain biases of control and a priori theory affirmation. SR has many advantages and disadvantages as a research methodology and these have been discussed at length throughout this article which concludes that SR is a valuable tool for investigating cognitive processes, although care has to be taken with research designs. The value is enhanced when there is immediacy of recall, consonance between questions and cognitive organisation, and indirect means of introspection in complex interactive contexts, such as the classroom. It has considerable potential in both research and as the basis of training programmes.

This method of research was also used by **Henderson and Tallman (2006)** to identify the mental models of teacher-librarians and their students during computer

information literacy one-to-one lessons. In both research projects, the recorded actions were observable, while their cognitive structures, processes, and mental models--inherently epistemic-- were more difficult to define without some verbalisation or exteriorisation. The replay of the actions undertaken at any given point in the previous activities triggered recall of conscious thoughts and associated cognitive structures, processes, and mental models of decision making and problem-solving used in the interaction. They found when working with teacher-librarians that they had a "greater likelihood of obtaining a more thorough recall of what the participants had been thinking" (2006: 79) if both the participant and the interviewer pause the video at appropriate places.

Polio, Gass and Chapin (2006) examine the effect of experience and use simulated recall to attempt to understand the interactional patterns of two groups (the first group consisted of 11 pre-service teachers with minimal experience with non-native speakers (NNSs) while the second group included 8 experienced teachers with significance teaching experience) of native speakers (NSs) interacting with second language learners outside of the classroom context. The results showed that those with experience had strategies for and concerns about getting the learners to produce output. Moreover, the experienced teachers showed greater recognition of student comprehension, learning and problems.

Lam (2007-2008) wrote two articles about how to employ SR to study English as a second language. In his first article, **Lam (2007)** involved 41 secondary students of about 13 to 14 years old who study English as second language in Hong Kong, in order to understand the learners' problems and strategy use for oral communication tasks, which is important to help learners in oral language development. This article argues that SR may be an appropriate and effective means to investigate learners' problems and strategies for L₂ oral tasks.

In his second article, **Lam (2008)** asked two groups (with four students in each) to engage in an English group discussion task. This study used SR to tab English as second language learners' metacognitive strategy-use and thought processes. The eight students were asked to participate in an SR interview immediately after the task to recall the thought processes that had taken place during the group preparation. The results indicated that the students reported using different types of metacognitive strategies to do local and global planning prior to the task proper. They also identified that they were planning to use strategies to monitor the turn-taking pattern or contribution of a group of members while the English task was in action. The findings indicate that SR interviews may be usefully incorporated into the teaching plan as a post-task activities. As a result, the teacher may be able to access the inner voices of ESL about metacognitive strategy, and gain insights into the effective teaching of ESL oral skills.

Egi (2008) examined forty-four learners of Japanese who were randomly chosen to participate in a stimulated recall, stimulus, experimental control or test control group. All groups participated in pre/post-testing, while the first three groups also participated in communicative activities. The stimulated recall group participated in stimulated recall where they recalled their thoughts while viewing videotaped activities. The stimulus group also viewed a video of their activities, but did not recall their thoughts afterward. The experimental control group neither viewed a video nor recalled their thoughts. Therefore, this study investigates whether stimulated recall is reactive when it precedes post-tests and if so, what causes reactivity: recall stimuli, verbalisation or both. The results and the findings indicated non-significant differences between these three groups, suggesting the non-reactivity of stimulated recall, stimuli and verbalisation.

Evans (2009) used SR to investigate pupils' thinking about online bilingual communication through code-switching and pronominal address in L2 French. The data on the pupils' performance in computer mediated communication (CMC) can be used as a vehicle for researching pupils' thinking about using and learning a foreign language. Data collection was based on qualitative research of pupils from two different schools participating as a part in a multinational CMC project concerning learners of French and English as a foreign language. The data analysis is based on the pupils' explanations and intuitions about their decisions with regard to two areas of their interaction in particular: code switching and pronominal address. The results showed that the English learners of French had an implicit set of communicative priorities in which interpersonal objectives tended to dominate over-ideational objectives.

Henderson, Henderson, Grant and Huang (2010) used SR as an empirically rigorous introspection data collection tool, which allows researchers to investigate the participants' thinking. They identified the types of thinking skills and strategies employed by first Year University students engaged in a Chinese language and culture lesson in Second Life. This data was used during the interview in order to recall and stimulate the participants' thinking while performing the activity. The importance of stimulated recall as an introspection tool is argued. In addition, they highlighted some methodological concerns about the reliability and validity of data, and suggested strategies that can minimize those concerns.

Sabbaghan (2013) used SRM to induce peer-peer and expert-novice interactions during the replay of 24 high-intermediate EFL students' writing processes, Using Input Log affected the number of enhancements made to a composition. The students chose 4 topics after being given instructions of how to write a narrative essay. 2 topics were written on in the practice SRSs (stimulated recall sessions) between peers. The 3rd topic was used for data collection in a peer-peer SRSs, whereas the 4th topic was used for the expert-novice SRS.

Gazdag et al. (2016) used SRM in their study to explore the potentials of stimulated recall method for investigating novice/trainee teachers' professional development over the past four decades. Two different databases were used in their study (Ebsco and Web of science). In both databases, two words were searched: 'stimulated recall' and 'teacher' throughout all English Language articles from 1983 to 2016. The suitable studies were marked, saved in an excel file and analysed. The results were reported from 373 studies from the both databases. 273 studies remained, whereas 110 were excluded. =The remaining 163 articles focused on the reflective thinking of the students, not teachers: only 41 articles were about the professional development of novice/trainee teachers' and stimulated recall methodology. The results revealed that almost all researchers agreed that trainee teachers' prior beliefs and also their teacher education program and developmental needs related to the way those student teachers learned to teach. Furthermore SLM was found to be a suitable method to study the differences between pre-service teachers thinking patterns.

4.4 Conclusion:

This chapter has provided a detailed presentation on the methods of research which will be employed to collect data for the practical part of this thesis. The main aim of employing these methods is to investigate and assess the use of VLS in the Libyan classroom. This presentation is considered a part of the theoretical framework of this study. Different types of methods are mentioned and discussed their application of collecting data. Therefore, this description will be a guide to the use of this method in the practical section of this thesis, which starts from the next chapter (Chapter 5). One of the forthcoming sections will also concern SRM as a research method. Gass and Mackey (2005: 366) used SRM as:

an introspective technique for gathering data that can yield insights into a learner's thought processes during language learning experiences. Learners are asked to introspect while viewing or hearing a stimulus to prompt their recollections.

This method will be used to assess the use of VLSs in the Libyan learning context (classroom) in Chapter Eight, and the results will be compared with the results of other methods in Chapter Nine.

Many researchers have used different research methods to assess language learning strategies during the four last decades. In this chapter, the researcher explained and discussed different types of methods, such as questionnaire, interviews, observation and diaries with a special section on SRM, which will all be used to collect data for this study. The practical part of this thesis will start from the next chapter, which will discuss the use of

questionnaires on how Libyan students use this method to assess vocabulary learning strategies in a foreign language context. Thus, it is important to make it clear which methods will be used in this thesis:

- 1) Learners' test and questionnaires (Chapter 5): a) vocabulary levels test (see appendix 3) and b) Learners' questionnaire-1: Vocabulary learning strategies questionnaire (VLS-Q), based on Schmitt's (1997) taxonomy (see a copy of the questionnaire in appendix 5) and c) Learners' questionnaire-2: Self-regulation (S²R) and the self-regulating capacity in vocabulary learning scale (the SRCvoc Scale) adapted from Tseng, Dörnyei and Schmitt's (2006) study (see a copy of the questionnaire in appendix 7).
- 2) Teachers' questionnaire and interview (Chapter 6) - (see a copy of the questionnaire in appendix 9 and full list of interview questions in appendix 11).
- 3) Learners' and teachers' diaries (Chapter 7).
- 4) The stimulated recall methodology (Chapter 8) – Stage 1 - the direct observation of vocabulary lessons + stage 2 - stimulated recall interviews.

Chapter 5

Patterns of VLS Usage Among Libyan Undergraduate Learners: Two Questionnaires Study

5.1 Introduction:

Within the area of foreign language research, a huge body of studies have indicated that VLS play an important role in learning a foreign language because most language learners apply and use them to acquire and learn more vocabulary. VLS have been studied in order to investigate learners in that context for many years (e.g., Gu & Johnson, 1996; Lawson & Hogben, 1996; Schmitt, 1997; Nation, 2001; Takač, 2008; Jafari & Ajideh, 2012; Nemati, 2013; Zarrin & Khan, 2014).

The importance and role of VLS in foreign language learning were studied worldwide and investigated (e.g., Oxford, 1990; O'Malley, 1990; Oxford, 1996; Schmitt, 1997; Kudo, 1999; Su, 2005; Takač, 2008, Çelik & Toptaş, 2010, Asgari & Mustapha, 2011, Jafari & Ajideh, 2012; Askar, 2016). Thus, this chapter investigates VLS used by Libyan undergraduate learners to learn a foreign language.

The main purposes of this chapter are to: (1) identify and investigating the VLS and their groups most/least used by Libyan learners specialized in learning English as a foreign language at the University of Tripoli, and (2) investigate whether there is a significant factor that affects the use of VLS.

The well-known questionnaire in L₂ or FL studies is SILL, which has widely been used by Oxford and her colleagues in assessing the VLS in general (for more detailed information, see Chapter 4 - section 4.3.2). Importantly, the present study will be limited to assessing VLS used by the Libyan learners of English as a foreign language.

In the current thesis, two learners' questionnaires that are related to vocabulary learning were used:

- **Learners' questionnaire-1:** Vocabulary Learning Strategies Questionnaire (VLS-Q) based on Schmitt's taxonomy (1997) (see Appendix 5).
- **Learners' questionnaire-2:** Self-Regulation (SR) and the self-regulating capacity in vocabulary learning scale (the SRCvoc Scale) adapted from Tseng, Dörnyei and Schmitt's (2006) study (see Appendix 7).

5.2 Learners' Questionnaire-1: Vocabulary Learning Strategies Questionnaire (VLS-Q):

VLS have been studied all over the world in order to investigate the learners' most used strategies in that context for many years within the area of foreign language (e.g., most famous studies of VLS - Gu & Johnson, 1996; Lawson & Hogben, 1996; Schmitt, 1997; Nation, 2001; Takač, 2008. For more details, see Chapter Two in the present thesis).

Therefore, the present chapter uses VLS-Q based on Schmitt's (1997) taxonomy to collect data in order to answer the research questions.

5.2.1 Participants:

A total of 200 Libyan university students are divided into two groups. The first group is the second year students (N=100) comprised 41 males and 59 females. The second group is third year students (N=100) comprised 50 males and 50 females. Table (5.1) and Table (5.2) present a full summary of both the second and third year participants' information:

Table 5.1: A summary of the second year participants' information

		No of students
Year of study	2 nd year	100 students
Gender	Male	41 students
	Female	59 students
Age	19 years old	5 students
	20 years old	79 students
	21 years old	10 students
	22 years old	4 students
	23 years old	1 student
	24 years old	1 student
Study Abroad	Yes	10 students
	No	90 students
Years learning English	5 years	9 students
	6 years	7 students
	7 years	3 students
	8 years	15 students
	9 years	27 students
	10 years	16 students
	+ 14 years	23 students

Table 5.2: A summary of the third year participants' information

		No of students
Year of study	3 rd year	100 students
Gender	Male	50 students
	Female	50 students
Age	19 years old	1 student
	20 years old	16 students
	21 years old	59 students
	22 years old	16 students
	23 years old	4 students
	24 years old	4 students
Study Abroad	Yes	18 students
	No	82 students
Years learning English	5years	3 students
	6years	21 students
	7years	5 students
	8 years	19 students
	9 years	38 students
	10 years	9 students
	+ 14 years	5 students

All participants were chosen from the Department of English, Faculty of Languages in the University of Tripoli. Their native language (L₁) is Arabic, and they are learning English as a foreign language at secondary and university level. They study reading comprehension and vocabulary lessons for four hours per week in the first and second year.

5.2.2 Research Questions:

The present study aims to answer the following research questions:-

Research Question 1- Which group of vocabulary learning strategies is used most/least by Libyan second year and third year university students?

Research Question 2- Which strategies are used most and least by Libyan second year and third year university students?

Research Question 3- What are the factors that affect students' learning of vocabulary?

5.2.3 Data Instruments and Materials:

Two types of instruments were used for collecting data:

5.2.3.1 Vocabulary Levels Test (see Appendix 3):

As explained in Chapter Four, different versions of vocabulary tests were employed to test and assess the participants' vocabulary level. For example, the vocabulary level test was used by several researchers, e.g., Schmitt (1997 & 2000) and Nation (2001).

In this chapter, the vocabulary levels test was taken from Schmitt (2000) and the items were chosen from different levels of version 1:

- 3 items from version 1: the 2,000-word level
- 7 items from version 1: the 3,000-word level
- 5 items from version 1: the 5,000-word level
- 7 items from version 1: the 10,000-word level
- 8 items from version 1: Academic vocabulary

The test (see Appendix 3) includes 30 items. In each item, there are 6 words to be matched to 3 phrases and definitions. The students need to understand the meaning, find the synonym, and paraphrase the words. For example, in item 24, they have to match 'sum' and 'total', which are synonyms.

The vocabulary levels test is very useful for many purposes. According to Read (1997:313), the main purpose of this test is "to give classroom teachers a quick, practical way of profiling their students' vocabulary knowledge at the beginning of a course". He also mentioned that this simple instrument can be used by teachers in the classroom to help them develop a suitable Vocabulary Teaching and Learning Programme for their students.

5.2.3.2 Vocabulary Learning Strategies Questionnaire (VLS-Q):

The VLS-Q questionnaire was used to discover the frequency of using vocabulary learning strategies by Libyan university students. It is divided into two sections. The first section included 8 questions about general background factors (demographic and educational questions) that affect strategy-use, such as gender, age, mid-year-test level, years of learning English, and other questions about the participants. The second section includes the definitions and descriptions of 58 items of vocabulary learning strategies adopted from Takač (2008) and based on Schmitt's taxonomy (1997).

The learners were asked to use a 5-point Likert scale to indicate how often they use a particular strategy. The degrees of frequency are:

- 1 = I never used this strategy (never)
- 2 = I do use this strategy, but it's not a main strategy (usually)
- 3 = I do use it about half the time (sometimes)
- 4 = I do use this strategy, and it is one of my main strategies (often)
- 5 = I always use this strategy (always)

5.2.4 Data Collection Procedures:

Collecting data took one hour and a half for each group (8 groups) for six days starting from 23rd March to 28th March. The sessions were in the students' free time in the English Department. After signing the consent form (see Appendix 2), a full explanation was given for the purposes of the present study. The students were also asked to answer the test and then the questionnaire. They were told that the purpose of the test was to gather data about their levels of vocabulary.

The students were asked to read the questionnaire carefully in order to select the strategies that they actually use. The instructions for the test were given in English and Arabic. While the students were answering the test, they were allowed to ask the researcher for only the meanings of the words found in the sentences after the space.

5.2.5 Data Analysis:

After collecting data and scoring the test, the questionnaire's data were analysed with SPSS to discover the relationship and differences between the variables and to find the answers to the research questions. A table of descriptive statistics including the means, standard deviations, frequencies, and the percentage of use for all strategies was produced to answer the research questions and to find out the overall use of the learners' vocabulary learning strategies. The means were calculated to explain the relationship between the groups of strategies used by the Libyan university students. A t-test is conducted in order to compare the means of the strategies affected by gender, and check if there is a significant effects between the two groups: females and males. Furthermore, a one way ANOVA test is used to reveal the influence of age factor on the use of VLS.

5.2.6 Results:

First, the results of the Vocabulary Levels Test: this assesses the vocabulary size and levels of the participants. It helps to measure the learners' vocabulary in use. The scores (see in Appendix 4 for a full list of second and third year students' scores) were extremely good. The results in Table (5.3) revealed that the second year students' scores (77.3%) were higher than the third year students' scores (65.4%).

Table 5.3: The results of the vocabulary levels test according to the year of study:

Students	No of students	Items	Sum of scores	Percentage %
2 nd year students	100	30	2320	77.3%
3 rd year students	100	30	1963	65.4%

Several different factors (see chapter three) can affect the level of the learners. Therefore the results of this test were also calculated according to gender in order to assess their level. The results in Table (5.4) revealed that second year females scored 58.8%, which was higher than males (41.2%). However, third year males scored 52.9%, which was slightly higher than females (47.1%).

Table 5.4: The results of vocabulary levels test according to gender:

Year of study	Females			Males		
	No of students	Sum of Scores	Percentages	No of students	Sum of Scores	Percentages
2 nd year	59	1362	58.8%	41	958	41.2%
3 rd year	50	923	47.1%	50	1040	52.9%%

Second, the results of the questionnaire (see Appendix 6): the results were analysed to answer the following research questions: **Research question 1: which group of vocabulary learning strategies is used most/least by Libyan second year and third year students?**

According to the students' results of the second year, Table (5.5) shows the results of the VLS groups: 1), the metacognitive strategies group was the most frequently used group with a mean of 4.35, 2) the determination strategies group was the second group with a mean of 4.03, 3) the cognitive group was the third group used with a man of 3.98, the forth group was the social group with a mean of 3.30, and the memory strategies group was the least frequently group with a mean of 3.28.

Table 5.5: The means of VLS groups reported by second year students

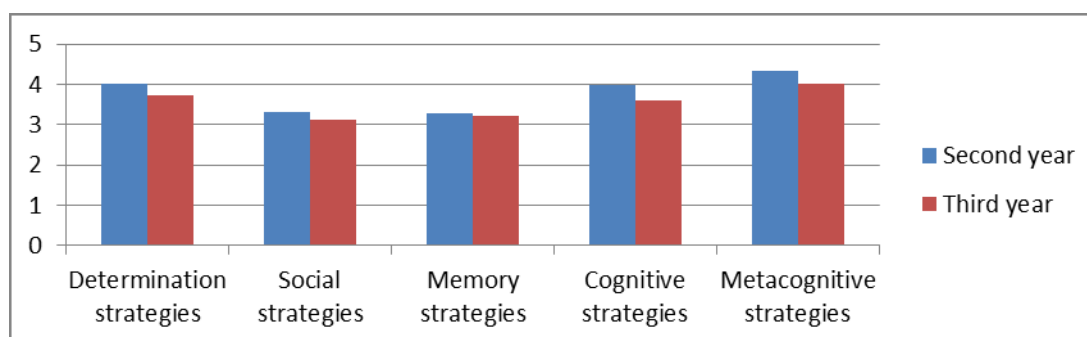
No.	VLS groups	No. Of students	Means	Standard deviation
1-	Determination Strategies	100	4.03	1.322
2-	Social Strategies	100	3.30	1.110
3-	Memory Strategies	100	3.28	1.102
4-	Cognitive Strategies	100	3.98	1.354
5-	Metacognitive Strategies	100	4.35	1.162

Table (5.6) shows the results of the third year students. It reveals that: 1) the metacognitive strategies group was the most frequently used group with a mean of 4.01, 2) the determination group was the second with a mean of 3.73, 3) the cognitive strategies group was the third group with a mean 3.60, 4) the fourth group used was the memory group with a mean of 3.21; whereas the social strategies group was the least frequently used group with a mean of 3.13.

Table 5.6: The means of VLS groups reported by third year students

No.	VLS groups	No. Of students	Mean	Standard deviation
1-	Determination Strategies	100	3.73	1.133
2-	Social Strategies	100	3.13	1.222
3-	Memory Strategies	100	3.21	1.454
4-	Cognitive Strategies	100	3.60	1.045
5-	Metacognitive Strategies	100	4.01	1.089

Graph (5.1) shows that the means of the second year students are higher than third year students. It shows that the metacognitive strategies group is the highest with 4.35 for second year students and 4.01 for the third year students. The lowest means for the second year students was memory strategies with 3.28 whereas the lowest means of the third year students was social strategies group with 3.13.



Graph 5.1: The relationship between both second and third year students

Research question 2- Which Strategies are Used Most and Least by Libyan Second and Third Year Students?

The second question investigates which vocabulary learning strategies are already used by Libyan university students in learning vocabulary. Tables (5.7) and Table (5.8) show the descriptive statistics for the frequency of the use of vocabulary learning strategies of the participants. The means of the strategies are not in order because they are arranged according to their groups.

Table 5.7: The Descriptive Statistics of VLS used by second year students

No	Group	Vocabulary learning strategies	N	Mean	Std. Deviation
1	Det strategy 1	I try to use a new word in a sentence structure correctly.	100	4.42	1.056
2	Det strategy 2	I analyse word parts.	100	3.98	1.035
3	Det strategy 3	I look for similar words in my L1	100	3.98	1.279
4	Det strategy 4	I use gestures.	100	4.06	1.135
5	Det strategy 5	I try to guess the meaning of a new word from context.	100	4.16	1.135
6	Det strategy 6	The use of a bilingual dictionary.	100	4.49	1.210
7	Det strategy 7	The use of a monolingual dictionary.	100	4.66	.831
8	Det strategy 8	I make words lists.	100	3.35	1.140
9	Det strategy 9	I make word cards.	100	3.24	1.232
10	Soc strategy 1	I ask the teacher for an L1 translation.	100	3.96	1.556
11	Soc strategy 2	I ask the teacher for a similar word of the new word.	100	4.31	1.277
12	Soc strategy 3	I ask the teacher for a sentence including the new word.	100	4.07	1.365
13	Soc strategy 4	I ask classmates for meaning.	100	3.05	1.048
14	Soc strategy 5	I work with other students.	100	3.03	1.010
15	Soc strategy 11	I practice with students to learn.	100	2.75	1.493
16	Soc strategy 22	The teacher corrects their students' word cards and lists.	100	1.61	1.214
17	Soc strategy 33	I talk with English people.	100	3.63	1.012
18	Mem strategy 1	I associate it with pictures / drawings.	100	4.42	1.232
19	Mem strategy 2	I connect an image with a word.	100	4.48	1.105
20	Mem strategy 3	Connecting with words I already know.	100	3.41	1.138
21	Mem strategy 4	I associate new words with the other similar words I already know.	100	3.86	1.015
22	Mem strategy 5	I connect words with other words with similar or opposite meaning.	100	4.34	.879
23	Mem strategy 6	I give the associates in a diagram.	100	2.27	1.392
24	Mem strategy 7	I set the new words in a scale.	100	1.46	1.009
25	Mem strategy 8	I memorise lists of facts by linking to familiar words.	100	2.04	.852
26	Mem strategy 9	I remember words by mentally placing them in specific locations.	100	2.77	1.053
27	Mem strategy 10	I remember words that are in some way similar.	100	3.08	1.022
28	Mem strategy 11	I group words in a sort of pattern.	100	2.37	.991
29	Mem strategy 12	I use new words in sentences in order to remember them.	100	4.46	1.105
30	Mem strategy 13	I group words together in a story in order to remember them.	100	4.29	1.351
31	Mem strategy 14	I study the spelling of a word.	100	3.08	1.079
32	Mem strategy 15	I study the sounds of a word.	100	3.00	.995
33	Mem strategy 16	I say a word out loud repeatedly.	100	4.51	1.124
34	Mem strategy 17	I remember a word if I see it written down.	100	4.53	1.020
35	Mem strategy 18	I remember a word by initial letter.	100	2.39	1.053
36	Mem strategy 19	I outline words with lines.	100	4.40	1.172
37	Mem strategy 20	I learn new words by linking them with an L1 word that sounds	100	3.39	.931
38	Mem strategy 21	I divide the word into parts in order to remember them.	100	3.33	1.025
39	Mem strategy 22	I analyse the part of speech of new words in order to remember	100	3.47	.915
40	Mem strategy 23	I paraphrase the new word's meaning in order to understand it.	100	3.37	.960
41	Mem strategy 24	I use familiar words in the same ways in new study in order to	100	3.25	1.019
42	Mem strategy 25	I learn the words of an idiom together.	100	1.90	1.259
43	Mem strategy 26	I use physical actions for a new word.	100	2.47	1.176
44	Mem strategy 27	Setting similar words in various ways in new situations to	100	2.36	1.210
45	Cog strategy 1	I repeat the word mentally in order to remember it.	100	4.69	.800
46	Cog strategy 2	I write down words repeatedly.	100	4.48	1.132
47	Cog strategy 3	I write word lists.	100	3.63	.950
48	Cog strategy 4	I use word cards.	100	3.33	1.164
49	Cog strategy 5	If I hear a new word in class, I immediately write it down.	100	4.32	1.286
50	Cog strategy 6	I study the vocabulary section in the textbook before class.	100	4.05	1.395
51	Cog strategy 7	I tape record the words and then listen to the tape.	100	3.83	1.400
52	Cog strategy 8	I connect words to physical objects.	100	3.61	1.310
53	Cog strategy 9	I keep words in a vocabulary notebook.	100	3.93	1.200
54	Met strategy 1	I pick up words from English language media (songs, movies,	100	4.63	.981
55	Met strategy 2	I test myself with word tests to check if I remember the words.	100	4.22	1.142
56	Met strategy 3	I expand practice of words after each class in order to remember	100	4.26	1.177
57	Met strategy 4	I ignore it if I understand what the text is.	100	4.20	1.295
58	Met strategy 5	I remember a word if I encounter it many times.	100	4.48	1.087

Table 5.8: The Descriptive Statistics of VLS used by third year students

No.	Group	Vocabulary learning strategies	N	Mean	Std. Deviation
1	Det strategy 1	I try to use a new word in a sentence structure correctly.	100	4.19	1.161
2	Det strategy 2	I analyse word parts.	100	3.62	1.170
3	Det strategy 3	I look for similar words in my L1	100	3.62	1.536
4	Det strategy 4	I use gestures.	100	3.64	1.481
5	Det strategy 5	I try to guess the meaning of a new word from context.	100	4.11	1.091
6	Det strategy 6	The use of a bilingual dictionary.	100	4.22	1.244
7	Det strategy 7	The use of a monolingual dictionary.	100	4.26	1.151
8	Det strategy 8	I make words lists.	100	3.17	1.400
9	Det strategy 9	I make word cards.	100	2.76	1.436
10	Soc strategy 1	I ask the teacher for an L1 translation.	100	3.46	1.708
11	Soc strategy 2	I ask the teacher for a similar word of the new word.	100	3.82	1.410
12	Soc strategy 3	I ask the teacher for a sentence including the new word.	100	3.77	1.448
13	Soc strategy 4	I ask classmates for meaning.	100	3.18	1.077
14	Soc strategy 5	I work with other students.	100	2.95	1.029
15	Soc strategy 11	I practice with students to learn.	100	3.09	1.093
16	Soc strategy 22	The teacher corrects their students' word cards and lists.	100	1.53	.948
17	Soc strategy 33	I talk with English people.	100	3.31	1.269
18	Mem strategy 1	I associate it with pictures / drawings.	100	4.04	1.370
19	Mem strategy 2	I connect an image with a word.	100	3.96	1.414
20	Mem strategy 3	Connecting with words I already know.	100	3.39	1.171
21	Mem strategy 4	I associate new words with the other similar words I already know.	100	3.40	1.064
22	Mem strategy 5	I connect words with other words with similar or opposite meaning.	100	3.56	.998
23	Mem strategy 6	I give the associates in a diagram.	100	2.35	1.067
24	Mem strategy 7	I set the new words in a scale.	100	1.95	1.290
25	Mem strategy 8	I memorise lists of facts by linking to familiar words.	100	2.73	1.118
26	Mem strategy 9	I remember words by mentally placing them in specific locations.	100	3.06	1.099
27	Mem strategy10	I remember words that are in some way similar.	100	3.50	1.049
28	Mem strategy11	I group words in a sort of pattern.	100	2.76	1.164
29	Mem strategy12	I use new words in sentences in order to remember them.	100	4.26	1.177
30	Mem strategy13	I group words together in a story in order to remember them.	100	3.62	1.662
31	Mem strategy14	I study the spelling of a word.	100	2.92	1.285
32	Mem strategy15	I study the sounds of a word.	100	3.09	1.248
33	Mem strategy16	I say a word out loud repeatedly.	100	4.23	1.262
34	Mem strategy17	I remember a word if I see it written down.	100	4.36	1.159
35	Mem strategy18	I remember a word by initial letter.	100	2.27	1.347
36	Mem strategy19	I outline words with lines.	100	3.55	1.666
37	Mem strategy20	I learn new words by linking them with an L1 word that sounds	100	3.16	1.316
38	Mem strategy21	I divide the word into parts in order to remember them.	100	2.90	1.227
39	Mem strategy22	I analyse the part of speech of new words in order to remember	100	3.07	1.217
40	Mem strategy23	I paraphrase the new word's meaning in order to understand it.	100	3.29	1.104
41	Mem strategy24	I use familiar words in the same ways in new study in order to	100	3.12	1.217
42	Mem strategy25	I learn the words of an idiom together.	100	2.37	1.353
43	Mem strategy26	I use physical actions for a new word.	100	3.17	1.198
44	Mem strategy27	Setting similar words in various ways in new situations to	100	2.83	1.129
45	Cog strategy 1	I repeat the word mentally in order to remember it.	100	4.33	1.120
46	Cog strategy 2	I write down words repeatedly.	100	4.27	1.136
47	Cog strategy 3	I write word lists.	100	3.24	1.415
48	Cog strategy 4	I use word cards.	100	2.91	1.436
49	Cog strategy 5	If I hear a new word in class, I immediately write it down.	100	4.04	1.255
50	Cog strategy 6	I study the vocabulary section in the textbook before class.	100	3.76	1.393
51	Cog strategy 7	I tape record the words and then listen to the tape.	100	3.18	1.684
52	Cog strategy 8	I connect words to physical objects.	100	3.32	1.278
53	Cog strategy 9	I keep words in a vocabulary notebook.	100	3.43	1.297
54	Met strategy 1	I pick up words from English language media (songs, movies,	100	4.57	1.008
55	Met strategy 2	I test myself with word tests to check if I remember the words.	100	3.86	1.414
56	Met strategy 3	I expand practice of words after each class in order to remember	100	3.60	1.504
57	Met strategy 4	I ignore it if I understand what the text is.	100	3.67	1.484
58	Met strategy 5	I remember a word if I encounter it many times.	100	4.37	1.051

Data in Table (5.9) and Table (5.10) show the five strategies that were most likely to be used by Libyan university students and also the five strategies that were least likely preferred. In Table (5.9), the second year students were most frequently used the strategy is item 45 - cognitive strategies 1 (repeat the word mentally) with a mean of 4.69. Whereas they preferred using item 24 – memory strategy (I set the new words in a scale) least, with a mean of 1.46.

Table 5.9: Most and least used strategies by second year students

The most used strategies by Libyan second year university students				
Item	Rank	Group	Vocabulary learning strategies	Mean
45	1	Cognitive strategy 1	I repeat a word mentally in order to remember it	4.69
7	2	Determination strategy7	If I do not understand a word, I look it up in a monolingual Dictionary	4.66
54	3	Metacognitive	I pick up words from English language media.	4.63
33	4	Memory strategy 16	I say a word out loud repeatedly to remember it	4.53
34	5	Memory Strategy 17	I remember a word if I see it written down	4.51
The least used strategies by Libyan second year university students				
Item	Rank	Group	Vocabulary learning strategies	Mean
35	54	Memory strategy 18	I remember a word by remembering its initial letter	2.27
25	55	Memory strategy 8	I memorise lists of facts by linking them to familiar words by means of an image.	2.04
42	56	Memory strategy 25	I learn the words of an idiom together	1.90
16	57	Social strategy 22 (consolidation)	The teacher corrects students' word cards and lists.	1.61
24	58	Memory strategy 7	I set the new words in a scale	1.46

Table (5.10) shows the means of VLS that were most and least likely used by the third year students. It shows that they preferred using item 54, which is a metacognitive strategy ('I pick up words from English language media') most with a mean of 4.57, and they use item 16, social strategy (The teacher corrects students' word cards and lists) least, with a mean of 1.46.

Table 5.10: Most and least used strategies by third year students

The most used strategies by Libyan third year university students				
Item	Rank	Group	Vocabulary learning strategies	Mean
54	1	Metacognitive strategy1	I pick up words from English language media.	4.57
58	2	Metacognitive strategy5	I remember a word if I encounter it many times	4.37
34	3	Memory strategy 17	I remember a word if I see it written down	4.36
45	4	Cognitive strategy 1	I repeat the word mentally in order to remember it	4.33
46	5	Cognitive strategies 2	I write down words repeatedly to remember them	4.27
The least used strategies by third year students				
Item	Rank	Group	Vocabulary learning strategies	Mean
42	54	Memory Strategy 25	I learn the words of an idiom together	2.37
23	55	Memory strategy 1	I give the word's associates in English in a diagram	2.35
35	56	Memory strategy 18	I remember a word by remembering its initial letter	2.24
24	57	Memory strategy 7	I set the new words in a scale	1.95
16	58	Social strategy 22 (consolidation)	The teacher corrects students' word cards and lists.	1.53

RQ3- What are the Factors that Affect Student’s Learning of Vocabulary? What VLS do Male and Female Learners Prefer to Use?

As explained earlier in Chapter three, several factors can affect the students’ use of strategies for learning the foreign language. For example, gender is an important factor affecting the use of strategies, like other factors, such as age, year of study, motivation, level of proficiency. Many studies show that females tend to use more strategies than males (Oxford, 1990 and Oxford and Nyikos, 1989), although there are some exceptions. Thus the purpose of this research question is to discover if Libyan males may differ from Libyan females.

- The Second Year males’ and Females’ Use of Strategies (gender):

The following tables show a summary of the means of the strategies used and the frequencies of the questionnaire that 41 Libyan male use strategies more than 59 Libyan Females. Table (5.11) shows the means of determination strategies. It can be observed that the males’ means are higher than the females’ in the nine strategies. Both males and females used Determination Strategy 7 – ‘monolingual dictionary’ more than the other strategies, with a mean of 4.76 for males and 4.59 for females. The means were low for Determination Strategy 9 – ‘word cards’ had a mean of 3.68 for males and 2.93 for females.

Table 5.11: The Second Year Males’ and Females’ use of Determination Strategies:

No	Group	Determination strategies	Males	Mean	Females	Mean	Total mean
1	Det strategy 1	I use a new word in a sentence structure	41	4.68	59	4.24	4.42
2	Det strategy 2	I analyse word parts.	41	4.05	59	3.93	3.98
3	Det strategy 3	I look for similar words in my L1	41	4.29	59	3.76	3.98
4	Det strategy 4	I use gestures.	41	4.22	59	3.95	4.06
5	Det strategy 5	I guess the words’ meaning from context.	41	4.27	59	4.08	4.16
6	Det strategy 6	The use of a bilingual dictionary.	41	4.63	59	4.39	4.49
7	Det strategy 7	The use of a monolingual dictionary.	41	4.76	59	4.59	4.66
8	Det strategy 8	I make words lists.	41	3.68	59	3.12	3.35
9	Det strategy 9	I make word cards.	41	3.68	59	2.93	3.24

Table (5.12) shows the means of social strategies. The results showed that males used VLS more than females. They both used Social Strategy 2 more (Discovery Strategy – 'I ask the teacher for a similar word of the new word'), with a mean of 4.63 for males and 4.08 for females, and they used social strategy 22 (Consolidation Strategy – The teacher corrects students’ word cards and lists) least, with a mean of 1.63 for males and 1.59 for females).

Table 5.12: The Second Year Males’ and Females’ use of Social Strategies:

No	Group	Social strategies	Males	Mean	Females	Mean	Total mean
1	Soc Strategy1 (Dis)	I ask my teacher for translation.	41	4.59	59	3.53	3.96
2	Soc strategy 2 (Dis)	I ask the teacher for a similar word of the new word.	41	4.63	59	4.08	4.31

3	Soc strategy 3 (Dis)	I ask the teacher for a sentence including the new word.	41	4.49	59	3.78	4.07
4	Soc strategy 4 (Dis)	I ask classmates for meaning.	41	3.17	59	2.97	3.05
5	Soc strategy 5 (Dis)	I work with other students.	41	3.15	59	2.95	3.03
6	Soc strategy 11 (Con)	I practice with students to learn.	41	2.56	59	2.88	2.75
7	Soc strategy 22 (Con)	The teacher corrects students' word cards and lists.	41	1.63	59	1.59	1.61
8	Soc strategy 33 (Con)	I talk with English people.	41	3.78	59	3.53	3.63

(Dis) = Discovery

(Con) = Consolidation

Table (5.13) shows the means of memory strategies. The results revealed that males were used Memory Strategy 13 (4.76 - 'I group words together in a story in order to remember them') more than the other strategies. They use Memory Strategy 7 ('I set the new words in a scale') with a mean of 1.71 and Memory Strategy 25 with a mean of 1.61. As can be seen in Table (5.14), females used memory strategy (9, 10, 11, 14, 15, 18, 25, 26 and 27) more than males. The females' highest mean is in Memory Strategy 16 with a mean of 4.39 ('I say a word out loud repeatedly to remember') and the lowest mean for females is the same as males, which was Memory Strategy 7 (I set the new words in a scale) with a mean of 1.29.

Table 5.13: The Second Year Males' and Females' use of Memory Strategies:

No	Group	Memory strategies	Males	Mean	Females	Mean	Total mean
1	Mem strategy 1	I associate it with pictures /drawings.	41	4.49	59	4.37	4.42
2	Mem strategy 2	I connect an image with a word.	41	4.63	59	4.37	4.48
3	Mem strategy 3	Connecting with words I already know	41	3.51	59	3.34	3.41
4	Mem strategy 4	I associate new words with the other similar words I already know.	41	4.00	59	3.76	3.86
5	Mem strategy 5	I connect words with other words with similar or opposite meaning.	41	4.37	59	4.32	4.34
6	Mem strategy 6	I give the associates in a diagram.	41	2.41	59	2.17	2.27
7	Mem strategy 7	I set the new words in a scale.	41	1.71	59	1.29	1.46
8	Mem strategy 8	I memorise lists of facts by linking to familiar words by means of an image.	41	2.17	59	1.95	2.04
9	Mem strategy 9	I remember words by mentally placing them in specific locations.	41	2.54	59	2.93	2.77
10	Mem strategy 10	I remember words that are similar.	41	3.00	59	3.14	3.08
11	Mem strategy 11	I group words in a sort of pattern.	41	2.32	59	2.41	2.37
12	Mem strategy 12	I use new words in sentences.	41	4.66	59	4.32	4.46
13	Mem strategy 13	I group words together in a story	41	4.76	59	3.97	4.29
14	Mem strategy 14	I study the spelling of a word.	41	2.85	59	3.24	3.08
15	Mem strategy 15	I study the sounds of a word.	41	2.95	59	3.03	3.00
16	Mem strategy 16	I say a word out loud repeatedly.	41	4.68	59	4.39	4.51
17	Mem strategy 17	I remember a word if I see it written down	41	4.78	59	4.36	4.53
18	Mem strategy 18	I remember a word by initial letter.	41	2.12	59	2.58	2.39
19	Mem strategy 19	I outline words with lines.	41	4.73	59	4.17	4.40
20	Mem strategy 20	I learn new words by linking them with an L1 word that sounds similar.	41	3.46	59	3.34	3.39
21	Mem strategy 21	I divide words into parts to remember	41	3.34	59	3.32	3.33
22	Mem strategy 22	I analyse the part of speech of new words in order to remember them.	41	3.61	59	3.37	3.47
23	Mem strategy 23	I paraphrase the new word's meaning in order to understand it.	41	3.56	59	3.24	3.37

24	Mem strategy 24	I use familiar words in the same ways in new study in order to remember	41	3.44	59	3.12	3.25
25	Mem strategy 25	I learn the words of an idiom together	41	1.68	59	2.05	1.90
26	Mem strategy 26	I use physical actions for a new word	41	2.39	59	2.53	2.47
27	Mem strategy 27	Setting similar words in various ways in new situations to remember.	41	2.34	59	2.37	2.36

Table (5.14) shows the means of cognitive strategies. The results showed that males were used VLS more than females. Males used Cognitive Strategy 2 ('write down words repeatedly') more with a mean of 4.76 while females used Cognitive Strategy 1 ('repeat the word mentally') with a mean of 4.68.

Table 5.14: The Second Year Males' and Females' use of Cognitive Strategies:

No	Group	Cognitive strategies	Males	Mean	Females	Mean	Total mean
1	Cog strategy 1	I repeat the word mentally	41	4.71	59	4.68	4.69
2	Cog strategy 2	I write down words repeatedly.	41	4.76	59	4.29	4.48
3	Cog strategy 3	I write word lists.	41	3.88	59	3.46	3.63
4	Cog strategy 4	I use word cards.	41	3.68	59	3.08	3.33
5	Cog strategy 5	If I hear a new word in class, I immediately write it down.	41	4.44	59	4.24	4.32
6	Cog strategy 6	I study the vocabulary section in the textbook before class.	41	4.32	59	3.86	4.05
7	Cog strategy 7	I tape record the words and then listen to the tape.	41	4.29	59	3.51	3.83
8	Cog strategy 8	I connect words to physical objects.	41	3.83	59	3.46	3.61
9	Cog strategy 9	I keep words in a notebook.	41	4.12	59	3.80	3.93

Table (5.15) shows the means of metacognitive strategies. The students used Metacognitive Strategy 1 (pick up words from English speaking media) more than all other strategies, with a mean of 4.90 for males and 4.44 for females. All of the means are very high in this group of strategies, >4.00 for both males and females.

Table 5.15: The Second Year Males' and Females' use of Metacognitive Strategies:

No	Group	Metacognitive strategies	Males	Mean	Females	Mean	Total mean
1	Met strategy 1	I pick up words from English language media	41	4.90	59	4.44	4.63
2	Met strategy 2	I test myself with word tests to check if I remember the words.	41	4.37	59	4.12	4.22
3	Met strategy 3	I expand practice of words after each class to remember them.	41	4.59	59	4.03	4.26
4	Met strategy 4	I ignore it if I understand the text	41	4.39	59	4.76	4.20
5	Met strategy 5	I remember a word if I encounter it many times.	41	4.07	59	4.29	4.48

- The Third Year Males' and Females' Use of Strategies:

The tables from Table (5.16) to Table (5.20) present the means of the strategies used and the frequencies of the questionnaire of the fifty Libyan male and fifty Libyan Females of the third year students. As second year tables, Table (5.16) shows the means of the determination strategies. It can be seen that the males' means are higher than the females'

means in the nine strategies. Both males and females used Determination Strategy 7 ('the use of monolingual dictionary') more than the other strategies with a mean of 4.32 for males and 4.20 for females. The mean was low in Determination Strategy 9 that makes the word cards with a mean of 3.00 for males and 2.52 for females.

Table 5.16: The third Year Males' and Females' use of Determination strategies:

No	Group	Determination strategies	Males	Mean	Females	Mean	Total mean
1	Det strategy1	I use it in a sentence structure	50	4.30	50	4.08	4.19
2	Det strategy2	I analyse word parts.	50	3.74	50	3.50	3.62
3	Det strategy3	I look for similar words in my L1	50	3.80	50	3.44	3.62
4	Det strategy4	I use gestures.	50	3.68	50	3.60	3.64
5	Det strategy5	I guess the meaning from context.	50	4.12	50	4.10	4.11
6	Det strategy6	The use of a bilingual dictionary.	50	4.30	50	4.14	4.22
7	Det strategy7	The use of a monolingual dictionary.	50	4.32	50	4.20	4.26
8	Det strategy8	I make words lists.	50	3.36	50	2.98	3.17
9	Det strategy9	I make word cards.	50	3.00	50	2.52	2.76

Table (5.17) lists the means for the social strategies. Here, the means for males are higher only in four items: item 1 (3.78 – 'I ask the teacher for an L1 translation'), item 2 ('I ask the teacher for a similar word to the new word'), item 3 ('I ask the teacher for a sentence including the new word'), and item 5 ('I work with other students'). While females' means are higher in the other four items: item 4 ('I ask my classmates for meaning'), item 11 ('I practice with other students in order to learn'), item 22 ('the teacher corrects students' word cards and lists'), and item 33 ('I talk with English people').

Table 5.17: The Third Year Males' and Females' use of Social Strategies:

N	Group	Social strategies	Males	Mean	Females	Mean	Total mean
1	Soc Strategy 1 (Dis)	I ask the teacher for translation.	50	3.78	50	3.14	3.46
2	Soc strategy 2 (Dis)	I ask the teacher for a similar word of the new word.	50	3.84	50	3.80	3.82
3	Soc strategy 3 (Dis)	I ask the teacher for a sentence.	50	3.84	50	3.70	3.77
4	Soc strategy 4 (Dis)	I ask classmates for meaning.	50	3.16	50	3.20	3.18
5	Soc strategy 5 (Dis)	I work with other students.	50	3.06	50	2.84	2.95
6	Soc strategy 11 (Con)	I practice with students.	50	3.00	50	3.18	3.09
7	Soc strategy 22 (Con)	The teacher corrects students' word cards and lists.	50	1.52	50	1.54	1.53
8	Soc strategy 33 (Con)	I talk with English people.	50	3.24	50	3.38	3.31

(Dis) = Discovery

(Con) = Consolidation

Table (5.18) includes the means of memory strategies where the means of males are higher in item 1, item 2, item 4, item 5, item 6, item 9, item 11, item 12, item 13, item 16, item 17, item 18, item 19, item 20, item 21, item 22, item 26, and item 27. The means of females are higher in the other items, as shown in the below table, as in item 3, item 7, item 8, item 10, item 14, item 15, item 23, item 24, and item 25 (See Schmitt's taxonomy (1997) - Chapter three – Table 3.6).

Table 5.18: The Third Year Males' and Females' use of Memory Strategies:

	Group	Memory strategies	Males	Mean	Females	Mean	Total
1	Mem strategy 1	I associate it with pictures /drawings.	50	4.18	50	3.90	4.04
2	Mem strategy2	I connect an image with a word.	50	4.08	50	3.84	3.96
3	Mem strategy 3	Connecting with words I already know.	50	3.24	50	3.54	3.39
4	Mem strategy 4	I associate new words with the other similar words I already know.	50	3.48	50	3.32	3.40
5	Mem strategy 5	I connect words with other words with similar or opposite meaning.	50	3.62	50	3.50	3.56
6	Mem strategy 6	I give the associates in a diagram.	50	2.36	50	2.34	2.35
7	Mem strategy 7	I set the new words in a scale.	50	1.92	50	1.98	1.95
8	Mem strategy 8	I memorise lists of facts by linking to familiar words by means of an image.	50	2.58	50	2.88	2.73
9	Mem strategy 9	I remember words by mentally placing them in specific locations.	50	3.18	50	2.94	3.06
10	Mem strategy 10	I remember words that are similar.	50	3.48	50	3.52	3.50
11	Mem strategy 11	I group words in a sort of pattern.	50	3.02	50	2.50	2.76
12	Mem strategy 12	I use new words in sentences.	50	4.38	50	4.14	4.26
13	Mem strategy 13	I group words together in a story.	50	3.80	50	3.44	3.62
14	Mem strategy 14	I study the spelling of a word.	50	2.88	50	2.96	2.92
15	Mem strategy 15	I study the sounds of a word.	50	2.96	50	3.22	3.09
16	Mem strategy 16	I say a word out loud repeatedly.	60	4.26	60	4.20	4.23
17	Mem strategy 17	I remember a word if it is written down.	50	4.48	50	4.24	4.36
18	Mem strategy 18	I remember a word by initial letter.	50	2.28	50	2.26	2.27
19	Mem strategy 19	I outline words with lines.	50	3.90	50	3.20	3.55
20	Mem strategy 20	I learn new words by linking them with an L1 word that sounds similar.	50	3.32	50	3.00	3.16
21	Mem strategy 21	I divide the word into parts to remember.	50	2.98	50	2.82	2.90
22	Mem strategy 22	I analyse the part of speech of new words in order to remember them.	50	3.18	50	2.96	3.07
23	Mem strategy 23	I paraphrase the new word's meaning in order to understand it.	50	3.08	50	3.50	3.29
24	Mem strategy 24	I use familiar words in the same ways in new study in order to remember	50	2.92	50	3.32	3.12
25	Mem strategy 25	I learn the words of an idiom together.	50	2.22	50	2.52	2.37
26	Mem strategy26	I use physical actions for a new word.	50	3.22	50	3.12	3.17
27	Mem strategy 27	Setting similar words in various ways in new situations to remember.	50	2.84	50	2.82	2.83

Table (5.19) presents the means of cognitive strategies. Males' and females' means are very high in item 1 - Cognitive Strategy 1 ('I repeat the word mentally in order to remember it'). The lowest means of both males and females are in item 4 – cognitive strategy 4 ('I use word cards').

Table 5.19: The Third Year Males' and Females' use of Cognitive Strategies:

No	Group	Cognitive strategies	Males	Mean	Females	Mean	Total mean
1	Cog strategy 1	I repeat the word mentally.	50	4.44	50	4.22	4.33
2	Cog strategy 2	I write down words repeatedly.	50	4.36	50	4.18	4.27
3	Cog strategy 3	I write word lists.	50	3.30	50	3.18	3.24
4	Cog strategy 4	I use word cards.	50	3.10	50	2.72	2.91
5	Cog strategy 5	If I hear a new word in class, I immediately write it down.	50	4.20	50	3.88	4.04
6	Cog strategy 6	I study the vocabulary section in the textbook before class.	50	4.00	50	3.52	3.76
7	Cog strategy 7	I tape record the words and then listen to the tape.	50	3.52	50	2.84	3.18
8	Cog strategy 8	I connect words to physical objects.	50	3.38	50	3.26	3.32
9	Cog strategy 9	I keep words in a notebook.	50	3.44	50	3.42	3.43

Table (5.20) records the means of metacognitive strategies. The males' means are higher than females' means. For example, item 1 - Metacognitive Strategy 1 – is the highest mean, and it is the same for females, in that the highest mean is also Metacognitive Strategy 1 with a mean of 4.42.

Table 5.20: The Third Year Males' and Females' use of Metacognitive Strategies:

No	Group	Metacognitive strategies	Males	Mean	Females	Mean	Total mean
1	Met strategy1	I pick up words from English language media (songs, movies, newscasts, TV)	50	4.72	50	4.42	4.57
2	Met strategy2	I test myself with word tests to check if I remember the words.	50	4.00	50	3.72	3.86
3	Met strategy3	I expand practice of words after class.	50	3.76	50	3.44	3.60
4	Met strategy4	I ignore it if I understand what the text is.	50	3.84	50	3.50	3.67
5	Met strategy5	I remember a word if I encounter it many times.	50	4.36	50	4.38	4.37

According to the results in Table (5.21), it is clear that data related to the determination strategies show significant differences at only two cases; the second and ninth, which the p-values it has to be less than 0.05, are 0.007 and 0.19 respectively. This indicates that, Det 2 and Det 9 may be influenced by gender. However, there aren't any statistical differences between the males and females at most of the determination strategies. The data for social strategies reveals significant differences in Soc1 and Soc 2. Their p-values are 0.004 and 0.007 respectively, whereas other strategies there is no influence of gender. The results for memory strategies show significant differences in Mem 13, 17 and 19. Their p-values were 0,002, 0.006 and 0.026 respectively. The data does not show any significant differences related to cognitive strategies. The table reveals that two metacognitive strategies were affected by gender: Met 1 and Met 5 with a p-values of 0.025 and 0.020 respectively.

Table 5.21: T-test for gender (Males & females) at confidence level of 95%:

Factor	P (T<=t) two-tails	Significance
Det 1	0.055	Non
Det 2	0.597	Non
Det 3	0.007	*
Det 4	0.695	Non
Det 5	0.663	Non
Det 6	0.219	Non
Det 7	0.483	Non
Det 8	0.232	Non
Det 9	0.019	*
Factor	P (T<=t) two-tails	Significance
Soc 1	0.004	*
Soc 2	0.007	*
Soc 3	0.220	Non
Soc 4	0.826	Non
Soc 5	0.844	Non
Soc 11	0.939	Non
Soc 22	0.344	Non
Soc 33	0.848	Non
Factor	P (T<=t) two-tails	Significance
Mem1	0.592	Non
Mem2	0.080	Non

Mem3	0.983	Non
Mem4	0.287	Non
Mem5	0.875	Non
Mem6	0.798	Non
Mem7	0.526	Non
Mem8	0.229	Non
Mem9	0.962	Non
Mem10	0.287	Non
Mem11	0.833	Non
Mem12	0.893	Non
Mem13	0.002	*
Mem14	0.345	Non
Mem15	0.299	Non
Mem16	0.100	Non
Mem17	0.006	*
Mem18	0.704	Non
Mem19	0.026	*
Mem20	0.398	Non
Mem21	0.495	Non
Mem22	0.287	Non
Mem23	0.905	Non
Mem24	0.924	Non
Mem25	0.890	Non
Mem26	0.699	Non
Mem27	0.409	Non
Factor	P (T<=t) two-tails	Significance
Cog 1	0.000	Non
Cog 2	0.000	Non
Cog 3	0.000	Non
Cog 4	0.000	Non
Cog 5	0.000	Non
Cog 6	0.000	Non
Cog 7	0.000	Non
Cog 8	0.000	Non
Cog 9	0.000	Non
Factor	P (T<=t) two-tails	Significance
Met 1	0.025	*
Met 2	0.509	Non
Met 3	0.181	Non
Met 4	0.308	Non
Met 5	0.020	*

From the data presented in tables (5.11-5.21), Table (5.22) and Table (5.23) show a comparison of the most strategies used by males and females of the second year students. Table (5.22) presents the results of males, and Metacognitive Strategy 1 (I pick up words from English language media, e.g., songs, newspapers, TV and others) was the most-used strategy by males with a mean of 4.90. Table (5.23) shows the strategies most used by females in the second year. The results revealed that the Cognitive Strategy 1 (I repeat the word mentally in order to remember it) was the most-used strategy with a mean of 4.68.

Table 5.22: Strategies used by second year male students

Item	Group	VLS	Mean
54	Metacognitive strategy 1	I pick up words from English language media.	4.90
34	Memory strategy 17	I remember a word if I see it written down.	4.78
7	Determination strategy7	I look it up in a monolingual dictionary.	4.76
46	Cognitive strategy 2	I write down words repeatedly to remember them.	4.76
58	Metacognitive strategy 5	I remember a word if I encounter it many times.	4.76

Table 5.23: Strategies used by second year female students:

Item	Group	VLS	Mean
45	Cog strategy 1	I repeat the word mentally in order to remember it.	4.68
7	Det strategy 7	If I do not understand a word, I look it up in a monolingual dictionary.	4.59
54	Met strategy 1	I pick up words from English language media.	4.44
6	Det strategy 6	If I do not understand a word, I look it up in a bilingual dictionary.	4.39
33	Mem strategy 16	I say a word out loud repeatedly to remember it.	4.39

Table (5.24) and (5.25) show a comparison of the use of strategy between males and females of the third year students. Both of them reported that Metacognitive Strategy 1 ('I pick up words from English Language Media (e.g., 'songs, movies, newscasts, TV') is the most-used strategy, with means of 4.72 for males and 4.42 for females.

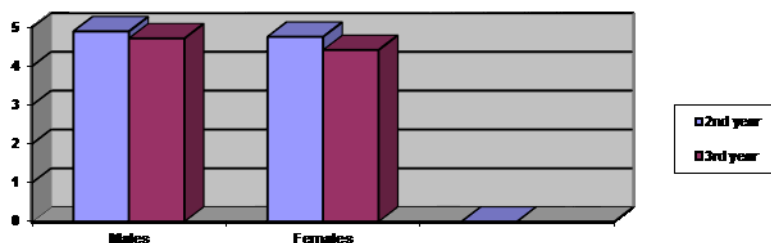
Table 5.24: Strategies used by third year male students

Item	Group	Vocabulary learning strategies	Mean
54	Metacognitive strategy 1	I pick up words from English language media.	4.72
34	Memory strategy 17	I remember a word if I see it written down.	4.48
45	Cognitive strategy 1	I repeat the word mentally in order to remember it	4.44
29	Memory strategy 12	I use new words in sentences to remember them	4.38
58	Metacognitive strategy 5	I remember a word if I encounter it many times.	4.36

Table 5.25: Strategies used by third year female students

Item	Group	Vocabulary learning strategies	Mean
45	Metacognitive strategy 1	I pick up words from English language media	4.42
58	Metacognitive strategy 5	I remember a word if I encounter it many times.	4.38
34	Memory strategy 17	I remember a word if I see it written down.	4.24
45	Cognitive strategy 1	I repeat the word mentally to remember it	4.22
7	Determination strategy 7	If I do not understand a word, I look it up in a monolingual dictionary.	4.20

Graph (5.2) shows a summary that the means of both females and males of the second year students were higher than third year students.



Graph 5.2: shows the relationship between males and females of both second and third year students

In Table (5.5) and Table (5.6), the ranking of the VLS groups are nearly similar to each other in both years in the most of the strategy-groups used: metacognitive, determination, and cognitive strategies group. However, they are different in the two least-used groups: memory and social strategies groups

- The age factor:

- The effects of age factor on VLS used by Second Year students:

According to the table (5.26) below, it is clear that, p-values are higher than 0.05 at the use of all Det, Soc, Mem, Cog and Met strategies. This indicates that, there is no significant differences between age groups of the second year students.

Table 5.26: The statistical analyses of One-Way ANOVA test for second year students' age groups:

1- Det Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	9	26.6	2.9556	1.037	
2-	20 years	9	33.468	3.7187	0.521	
3-	21 years	9	28.8	3.2	0.46	
4-	22 years	9	29.5	3.2778	0.881	
5-	23 years	9	32	3.5556	1.277	
6-	24 years	9	27	3	2	
Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	4.125	5	0.825	0.8011	0.554	2.408
Within Groups	49.43	48	1.0299			
Total	53.55	53				
2- Soc Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	8	20.8	2.6	0.491	
2-	20 years	8	25.69	3.212	0.786	
3-	21 years	8	21.6	2.7	0.502	
4-	22 years	8	28.25	3.531	1.025	
5-	23 years	8	27	3.375	0.839	
6-	24 years	8	25	3.125	1.267	
Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	5.473	5	1.094	1.3368	0.267	2.4
Within Groups	34.39	42	0.819			
Total	39.87	47				
3- Mem Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	27	84	3.111	0.431	
2-	20 years	27	89.11	3.300	0.601	
3-	21 years	27	89.5	3.314	0.286	
4-	22 years	27	81.25	3.009	0.295	
5-	23 years	27	92	3.407	0.250	
6-	24 years	27	92	3.407	1.712	
Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	3.594	5	0.718	1.205	0.309	2.2
Within Groups	93.04	156	0.596			
Total	96.63	161				
4- Cog Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	9	28.4	3.155	0.587	
2-	20 years	9	31.886	3.542	0.330	
3-	21 years	9	27	3	0.592	
4-	22 years	9	27.5	3.055	0.449	
5-	23 years	9	26	2.888	2.111	
6-	24 years	9	26	2.888	2.111	

Source of Variation	SS	Df	MS	F	P-value	F critical
Between Groups	2.6962	5	0.5392	0.5233	0.7574	2.4
Within Groups	49.465	18	1.0305			
Total	52.161	53				

5- Met Strategies					
`No	Age groups	Count	Sum	Average	Variance
1-	19 years	5	16.4	3.28	0.132
2-	20 years	5	21.899	4.379	0.007
3-	21 years	5	16.4	3.28	0.272
4-	22 years	5	17	3.4	0.331
5-	23 years	5	17	3.4	0.8
6-	24 years	5	18	3.6	2.3

Source of Variation	SS	Df	MS	F	P-value	F critical
Between Groups	4.40.76	5	0.8815	1.3764	0.2681	2.6207
Within Groups	15.37	24	0.6404			
Total	19.778	29				

- The effects of age factor on VLS used by third Year students:

In addition, Table (5.27) below presents the results of the effect of age on using VLS. The p-values are higher than 0.05 at all strategies of Det, Soc, Mem, Cog and Met. This indicates that, there isn't any significant differences between age groups of the third year students, and this factor are not influence on the use of VLS.

Table 5.27: The statistical analyses of One-Way ANOVA test for third year students' age groups:

1- Det Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	9	20	2.222	2.194	
2-	20 years	9	32.533	3.614	0.516	
3-	21 years	9	36.631	4.070	0.199	
4-	22 years	9	26.571	2.952	0.701	
5-	23 years	9	34	3.777	0.564	
6-	24 years	9	25	2.777	0.819	

Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	22.053	5	4.411	5.2923	0.554	2.408
Within Groups	40.009	48	0.833			
Total	62.068	53				

2- Soc Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	8	23	2.875	2.982	
2-	20 years	8	26.133	3.266	0.444	
3-	21 years	8	26.368	3.296	0.960	
4-	22 years	8	20.857	2.607	0.329	
5-	23 years	8	27.5	3.437	0.406	
6-	24 years	8	18.75	2.343	0.088	

Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	7.566	5	1.513	1.742	0.146	2.437
Within Groups	36.477	42	0.868			
Total	44.04336	47				

3- Mem Strategies						
`No	Age groups	Count	Sum	Average	Variance	
1-	19 years	27	91	3.370	1.934	
2-	20 years	27	85.733	3.175	0.357	
3-	21 years	27	89	3.296	0.617	
4-	22 years	27	82.357	3.050	0.375	
5-	23 years	27	86.25	3.194	0.314	
6-	24 years	27	78	2.888	0.501	

Source of Variation	SS	df	MS	F	P-value	F critical
Between Groups	4.043	5	0.808	1.183	0.319	2.272

Within Groups	106.605	156	0.683				
Total	110.664	161					
4- Cog Strategies							
No	Age groups	Count	Sum	Average	Variance		
1-	19 years	9	33	3.666	2.5		
2-	20 years	9	28.933	3.214	0.667		
3-	21 years	9	35.368	3.929	0.157		
4-	22 years	9	26.5	2.944	0.765		
5-	23 years	9	33	3.666	0.531		
6-	24 years	9	24.5	2.722	0.506		
Source of Variation		SS	Df	MS	F	P-value	F critical
Between Groups		10.019	5	2.003	2.344	0.055	2.408
Within Groups		41.026	48	0.854			
Total		51.045	53				
5- Met Strategies							
No	Age groups	Count	Sum	Average	Variance		
1-	19 years	5	15	3	2.5		
2-	20 years	5	17.866	3.573	0.188		
3-	21 years	5	21.771	4.354	0.103		
4-	22 years	5	18.142	3.628	0.610		
5-	23 years	5	19.5	3.9	0.112		
6-	24 years	5	13.75	2.75	1.25		
Source of Variation		SS	Df	MS	F	P-value	F critical
Between Groups		8.5864	5	1.717	2.162	0.092	2.620
Within Groups		19.056	24	0.794			
Total		27.643	29				

5.2.7 Discussion:

The Libyan learners' VLS were assessed and measured using vocabulary level tests and two VLS questionnaires to collect data about learning strategy use that takes place in their vocabulary learning. At the beginning, the learners are given Nation's vocabulary levels test which consists of 30 items. In each item, groups of six words and only three words must match their definitions.

The major purpose of this vocabulary levels test was to measure the level of vocabulary learning knowledge of the Libyan learners. Several characteristics are identified in order to answer this test: defining the words, understanding similar and different meanings, considering the words different situations, using the appropriate meaning, and taking account of the context of the words.

The results revealed that the level of the Libyan learners was 77.3% for the second year students, and 65.4% for the third year students. This proves that the results are very useful for providing information as to what VLS the learners used to answer the research questions. Oxford (1990) suggested that using a strategy at a medium level shows the learners are aware of the strategies but they need to be encouraged to use them more in their learning process.

The main aim and concern of the current research on LLS/VLS was to identify and report the learners' VLS when learning the FL. It is important to make students aware of the strategies they use in learning in many ways to enhance their learning. When they are aware

of the strategies that help them to learn better, they are motivated to use them more frequently in their learning.

This questionnaire is based on the taxonomy of VLS by Schmitt (1997), which is presented in Chapter Three. A list of tables of the results of data of the current study is attached in Appendix 6. They show the percentage and the frequencies of the use of VLS (groups and strategies) by the Libyan learners.

The present thesis aims to answer three main research questions related to the Libyan learners' learning. The first research question (RQ 1) is to identify which group of VLS the Libyan learners used most and least. Schmitt (1997) divided VLS into five groups: determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.

The questionnaire's results (for all groups results see Appendix 6) revealed that the metacognitive strategies group is the most group used by those Libyan learners. This is because the highest mean of using VLS was recorded as Metacognitive Strategy 1 (I pick up words from English language media). In addition, the percentage of strategies used is very high as the learners showed that they use those groups of strategies when learning vocabulary. This means that most learners I always use this strategy "always" use those strategies. The results in Tables (5.28) and (5.29) show that the learners marked "I always use this strategy" (always) to describe their use of metacognitive strategies group in both second year and third year.

Table 5.28: Metacognitive strategies results for second year students

Group	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do use it about half the time		I do use this strategy, and it is one of my main strategies		I always use this strategy	
		F	%	F	%	F	%	F	%	F	%
Met Strategy1	I pick up words from English language media.	3	3%	5	5%	3	3%	4	4%	85	85%
Met Strategy2	I test myself with word tests to check if I remember the words.	4	4%	7	7%	11	11%	19	19%	59	59%
Met Strategy3	I expand practice of words after each class to remember words.	5	5%	8	8%	5	5%	20	20%	62	62%
Met Strategy4	I ignore it if I understand the text	7	7%	9	9%	6	6%	13	13%	65	65%
Met Strategy5	I remember a word if I encounter it many times.	4	4%	5	5%	7	7%	7	7%	77	77%

(F = frequency)

Table 5.29: Metacognitive strategies results for third year students

	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do use it about half the time		I do use this strategy, and it is one of my main strategies		I always use this strategy	
		F	%	F	%	F	%	F	%	F	%
Met Strategy1	I pick up words from English lang. media.	3	3%	5	5%	5	5%	6	6%	81	81%
Met Strategy2	I test myself with word tests to check if I remember them.	12	12%	8	8%	11	11%	20	20%	49	49%
Met Strategy3	I expand practice of words after each class in order to remember words.	15	15%	13	13%	11	11%	19	19%	42	42%
Met Strategy4	I ignore it if I understand the text.	15	15%	8	8%	17	17%	15	15%	45	45%
Met Strategy5	I remember a word if I encounter it many times.	1	1%	8	8%	13	13%	9	9%	69	69%

(F = frequency)

Table (5.30) shows that memory strategies are the least-used strategies by second year students with a mean of 3.28. Whereas Table (5.31) shows that social strategies are the group of VLS least-used used by third year learners with a mean of 3.13.

Table 5.30: Memory strategies results for third year students

N	Group	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do use it about half the time		I do use this strategy, and it is one of my main strategies		I always use this strategy	
			F	%	F	%	F	%	F	%	F	%
1	Mem strategy1	I associate it with pictures.	7	7%	5	5%	6	6%	3	3%	79	79%
2	Memstrategy2	I connect with an image.	4	4%	6	6%	6	6%	6	6%	78	78%
3	Mem strategy3	Connecting with words I already know.	6	6%	15	15%	30	30%	30	30%	19	19%
4	Mem strategy4	I associate new words with words I already know.	0	0%	11	11%	26	26%	29	29%	34	34%
5	Mem strategy5	I connect words with other words with opposite meaning.	0	0%	4	4%	15	15%	24	24%	57	57%
6	Mem strategy6	I give the associates in a diagram.	43	43%	20	20%	14	14%	13	13%	10	10%
7	Mem strategy7	I set the words in a scale.	78	78%	8	8%	8	8%	2	2%	4	4%
8	Mem strategy8	I memorise lists of facts by linking to familiar words by means of an image.	26	26%	51	51%	17	17%	5	5%	1	1%
9	Mem strategy9	I remember words by mentally placing them in specific locations.	5	5%	46	46%	24	24%	17	17%	8	8%
10	Memstrategy10	I remember some similar words.	2	2%	30	30%	38	38%	18	18%	12	12%
11	Mem strategy11	I group words in a pattern.	18	18%	43	43%	26	26%	10	10%	3	3%
12	Mem strategy12	I use words in sentences.	4	4%	5	5%	9	9%	5	5%	77	77%
13	Mem strategy13	I group words together in a story to remember	9	9%	7	7%	5	5%	4	4%	75	75%
14	Mem strategy14	I study the words' spelling.	4	4%	27	27%	41	41%	13	13%	15	15%
15	Mem strategy15	I study the sounds of a word.	3	3%	28	28%	47	47%	10	10%	12	12%

16	Mem strategy16	I say a word out loud repeatedly.	6	6%	3	3%	5	5%	6	6%	80	80%
17	Mem strategy17	I remember a word if it's written down.	3	3%	5	5%	6	6%	8	8%	78	78%
18	Mem strategy18	I remember a word by initial letter.	14	14%	55	55%	16	16%	8	8%	7	7%
19	Mem strategy19	I outline words with lines.	5	5%	7	7%	5	5%	9	9%	74	74%
20	Mem strategy20	I link the new words with an L1 word that sounds similar.	4	4%	12	12%	32	32%	45	45%	7	7%
21	Mem strategy21	I divide the word into parts to remember them.	9	9%	9	9%	27	27%	50	50%	5	5%
22	Mem strategy22	I analyse the part of speech of new words.	5	5%	7	7%	31	31%	50	50%	7	7%
23	Mem strategy23	I paraphrase the new word's meaning to understand it.	7	7%	8	8%	31	31%	49	49%	5	5%
24	Mem strategy24	I use familiar words in the same ways in new study	9	9%	11	11%	30	30%	46	46%	4	4%
25	Mem strategy25	I learn the words of an idiom together.	59	59%	13	13%	11	11%	13	13%	4	4%
26	Mem strategy26	I use physical actions for a new word.	25	25%	29	29%	25	25%	16	16%	5	5%
27	Mem strategy27	Setting words in new situations.	27	27%	37	37%	16	16%	13	13%	7	7%

Table 5.31: Social strategies results for third year students:

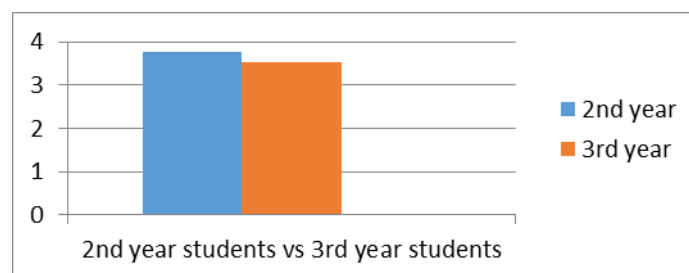
No	Group	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do use it about half the time		I do use this strategy, and it is one of my main strategies		I always use this strategy	
			F	%	F	%	F	%	F	%	F	%
1	Soc strategy 1 (Discovery)	I ask the teacher for an L1 translation.	24	24%	12	12%	6	6%	10	10%	48	48%
2	Soc strategy 2 (Discovery)	I ask the teacher for a similar.	10	10%	11	11%	16	16%	13	13%	50	50%
3	Soc strategy 3 (Discovery)	I ask the teacher for a sentence.	12	12%	10	10%	16	16%	13	13%	49	49%
4	Soc strategy 4 (Discovery)	I ask classmates for meaning.	9	9%	11	11%	45	45%	23	23%	12	12%
5	Soc strategy 5 (Discovery)	I work with other students.	12	12%	12	12%	52	52%	17	17%	7	7%
6	Soc strategy11 (Consolidation)	I practice with students.	10	10%	12	12%	50	50%	15	15%	13	13%
7	Soc strategy22 (Consolidation)	The teacher corrects students' word cards and lists.	72	72%	9	9%	14	14%	4	4%	1	1%
8	Soc strategy33 (Consolidation)	I talk with English people.	14	14%	10	10%	24	24%	35	35%	17	17%

The second research question (RQ2) identifies and describes the vocabulary learning strategies most and least-used by Libyan university students. By the average of the means, the results indicated that the students use Cognitive Strategy 1 (verbal repetition - 'I repeat the word mentally in order to remember it') has the highest mean for all subjects and it is the most-strategy used also by females in both years. The second strategy used by Libyan

students was 'using monolingual dictionary'. The third most-used strategy is Metacognitive Strategy 1 (picking up words from English language media). The Libyan students can pick up new vocabulary from the internet, TV especially from films, English songs and reading newspapers or magazines, listening to the radio (songs), working on the computer (searching the internet) and using many other ways. The fourth and the fifth strategies are from memory strategies.

Similarly, Schmitt (1997:221) demonstrated that Japanese learners of FL indicated that the most used strategies were: bilingual dictionary use, written repetition, verbal repetition, saying a new word aloud, studying a word's spelling, and taking notes in class.

As explained earlier in Chapter three, (see section 3.4), there are several variables and factors that can affect the learners' use of VLS such as age, gender, motivation, and level of proficiency. The year of study is one of the factors that affect the learners' use of VLS. The statistics of this present study of both second year students and third year students indicate that the means of second year students with a mean of 3.78 are slightly higher than those of the third year with 3.53.



Graph 5.3: The statistics of both second year and third year students

In addition, the results generally revealed that the two variables: gender and age aren't significant factors and don't affect the use VLS. As Catalán (2003) noted males and females are more similar than different in the use of VLS. However, the present study found that they are slightly different. For example, females were revealed to be better in using memory strategies more often than males. On the other hand, males were better in using metacognitive strategies more often than females. To answer the third research question (RQ3), the results also reveal that males and females are, to some extent, different in using strategies as explained in the tables from Table (5.11) to (5.24) and Graph (5.2). The difference is found in the means and rankings of all the strategies. Libyan males used more strategies than Libyan females in both years. However, the results indicate that females are more successful in using some of memory strategies more than males.

Males were more successful in using most of the strategies in both years. They were better at using Metacognitive Strategy 1 ('picking up words from English language media') than other strategies and the average of the mean was the highest among all other means 4.90 for the second year students and 4.72 for the third year students. Then they preferred to use Memory Strategy 17 ('I remember a word if I see it written down'), Cognitive Strategy 2 ('I write down words repeatedly to remember them'), and Metacognitive 5 ('I remember a word if I encounter it many times').

Females in the second year were better in using cognitive strategies 1 ('I repeat the word mentally in order to remember it') more than other strategies, while females in the third year were better at using metacognitive strategies 1 ('I pick up words from English language media') more. Students from both years preferred using determination 7 ('If I do not understand a word, I look it up in a monolingual dictionary'). They were different in using other strategies; for example, the second year females were better in using Determination Strategy 6 ('If I do not understand a word, I look it up in a bilingual dictionary'), and Memory Strategy 16 ('I say a word out loud repeatedly in order to remember it') whereas third year students used Determination Strategy 7 ('If I do not understand a word, I look it up in a monolingual dictionary'), and Memory Strategy 17 ('I remember a word if I see it written down').

5.3 Learners' Questionnaire-2: Self-regulation (S²R) and the Self-regulating Capacity in Vocabulary Learning Scale (the SRCvoc Scale).

Recently, there has been a shift from learners' use of strategies to their self-regulation in language learning. Therefore, Tseng, Dörnyei and Schmitt (2006) developed and presented SRCvoc scale as a new approach to assessing and measuring learners' self-regulatory capacity in vocabulary learning (Gao, 2007). They stated that self-regulating capacity acts as an important mediator between factors: motivation and learning strategies.

As mentioned in the first and fourth chapters, self-regulation in language learning focuses on the individual's capacity to monitor and control strategic behaviour in order to achieve a goal. Paris and Winograd (2001) reported that self-regulated learning can help to describe the ways the learners approach problems, apply strategies, monitor their performance, and interpret the outcomes of their efforts.

According to Tseng, Dörnyei and Schmitt (2006), this questionnaire focuses on five aspects of self-regulation in vocabulary learning in the classroom: 1) commitment control, which helps to preserve or increase the learners' original goal commitment, 2) metacognitive control, which involves the monitoring and controlling of concentration, and the curtailing of any unnecessary procrastination, 3) satiation control which helps to eliminate boredom and

to add extra attraction or interest to the task, 4) emotion control, which concerns the management of disruptive emotional states or moods, and the generation of emotions that will be conducive to implementing one's intentions, and 5) environmental control that helps to eliminate negative environmental influences and to exploit positive environmental influences by making the environment an ally in the pursuit of a difficult goal (see Appendix 7).

5.3.1. Research Questions:

The present questionnaire addressed the following research questions:

Research Question 1) What are the factors that affect learners' learning of vocabulary?

Research Question 2) Which of the five facets is the most important for the Libyan learners?

5.3.2. Subject:

The participants in the current study were 75 Libyan students studying English as a foreign language at intermediate-advanced level (second year in the university). The study included 31 male and 44 female participants, and their age was all 19. They were selected from different educational places in Libya. Forty two of the participants have not studied English in an English speaking country while the other 33 have studied in different countries as illustrated in Table (5.32) below.

Table 5.32: A summary of the participants' background information:

		No of students
Gender	Male	31 students
	Female	44students
Age	All – years old	19 students
Year of study	All	2 nd year students
Study Abroad	Yes	33 students
	No	42 students
Years learning English	2-3 years	4 students
	4-5 years	10 students
	6-7 years	43 students
	8 yours	18 students

5.3.3. Data Collection Instrument, Procedures and Analysis:

For data collection, a questionnaire was used to assess self-regulating capacity in vocabulary learning. It was divided into two sections: the first section includes demographic question. The participants are required to provide general background information such as their gender, age, study level, etc.

The second section, which is directly adapted from Tseng, Dörnyei and Schmitt (2006), the questionnaire consists of 20 items and they were designed and based on the five facets of self-regulation proposed by Dörnyei (2001) in vocabulary learning (see Appendix 7).

As mentioned before in Chapter Four (see section 4.3.2.2), those facets are: commitment control, metacognitive control, satiation control, emotion control, and environmental control (see Table 5.33).

Table 5.33: The items of self-regulatory capacity in learning vocabulary:

	Five facets	Number of items	Items
1	Commitment control	4	4 + 7 + 10 + 13
2	Metacognitive control	4	5 + 9 + 11 + 16
3	Satiation control	4	1 + 8 + 18 + 19
4	Emotion control	4	2 + 6 + 12 + 15
5	Environmental control	4	3 + 14 + 17 + 20

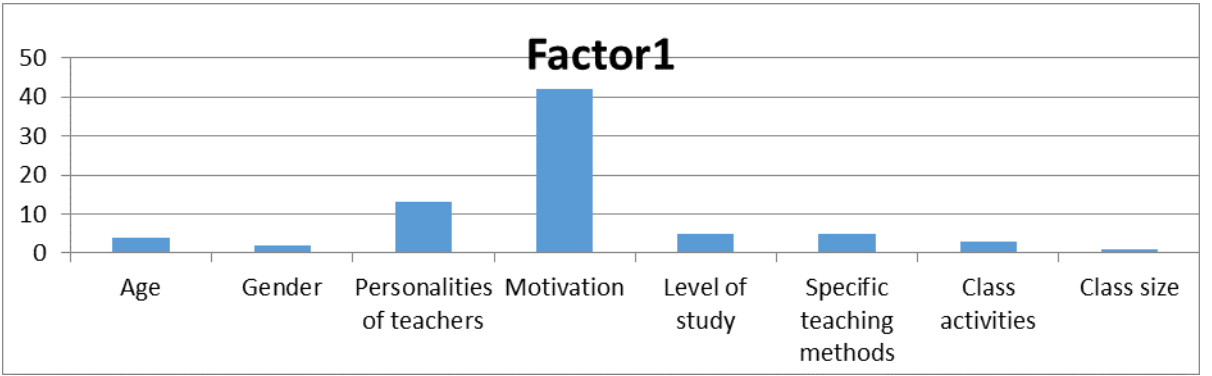
After signing the consent form (see Appendix 2 for a copy of this form), the students started to complete the demographic information and then to indicate their level of agreement/disagreement according to a six-point scale ranging from “strongly disagree” to “strongly agree” on twenty statements about vocabulary learning.

The participants were each assigned an individual session averaging about 10 minutes in length. They were all given clear instruction on how to fill out the questionnaire. They were also assured that their answer would be used only for academic purposes.

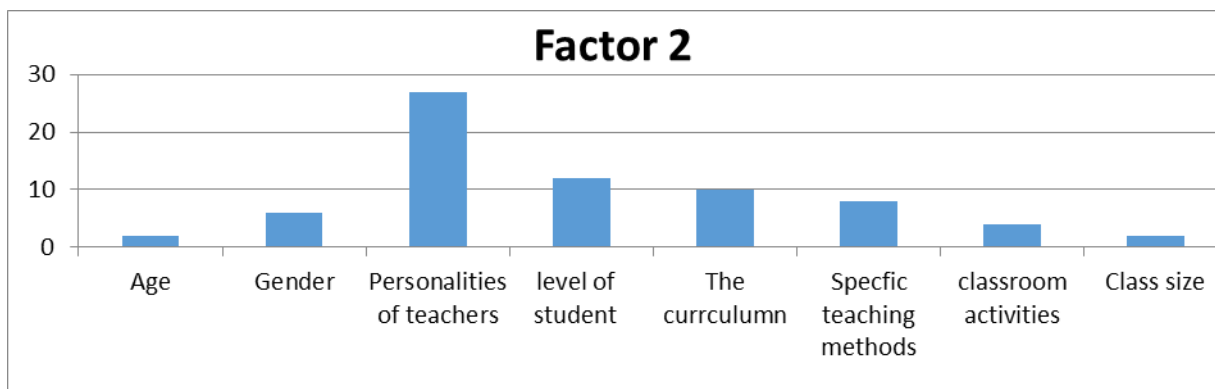
After completing and collecting all questionnaires, they were analysed first on a analysis and statistically calculated via SPSS 17.0 for windows.

5.3.4. Results:

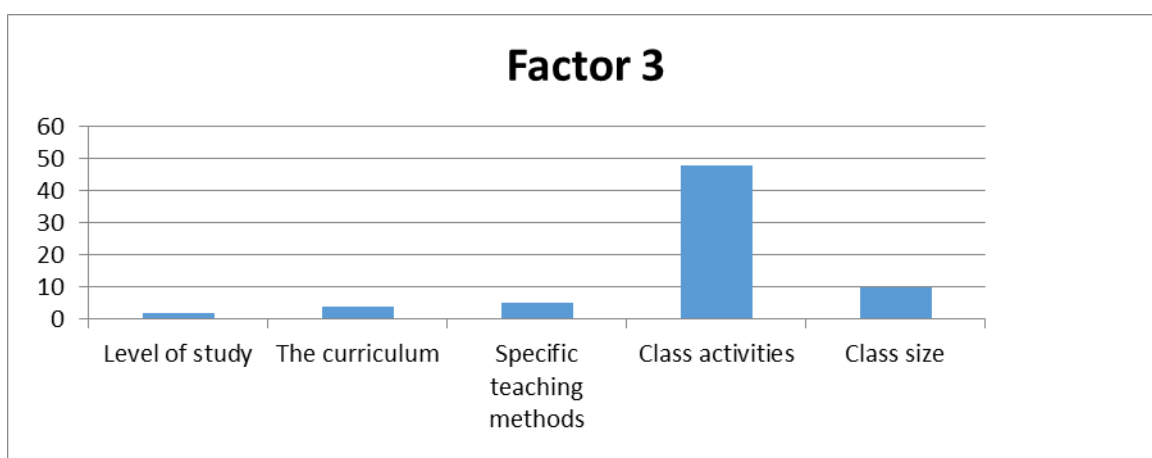
As stated earlier in the third chapter (see section 3.4), there are some factors that affect the FL learners in learning vocabulary. They are very important because they influence their learning outcome. The following three graphs (5.4), (5.5) and (5.6) present the most important factors: 1) their motivation, 2) the personalities of teachers, and 3) the classroom activities.



Graph 5.4: The first factor that affects the FL learners in learning vocabulary



Graph 5.5: The second factor that affects the FL learners in learning vocabulary



Graph 5.6: The third factor that affects the FL learners in learning vocabulary

According to the results of this questionnaire, Table (5.34) presents the general results of the 20 items that were designed and based on the five facets of self-regulation proposed by Dörnyei (2001) in vocabulary learning.

Table 5.34: General results of the SRCvoc questionnaire

All items	No. of students	Total score	Total mean
20	75	7121	4.66

In Table (5.35), the results indicated that the students agreed more strongly with items related to the environmental controls with the highest mean of 5.11. Metacognitive controls are at 4.88 and commitment controls are at 4.86. Then, satiation controls have a mean of 4.32 and emotion controls have the lowest mean with 4.11.

Table 5.35: The results of five facets

No	Facets	Items	Sum	Means
1-	Commitment Controls	4 + 7 + 10 + 13	1460	4.86
2-	Metacognitive controls	5 + 9 + 11 + 16	1466	4.88
3-	Satiation controls	1 +8 + 18 + 19	1306	4.35
4-	Emotion controls	2 + 6 + 12 +16	1234	4.11
5-	Environmental controls	3 +14 + 17+ 20	1535	5.11

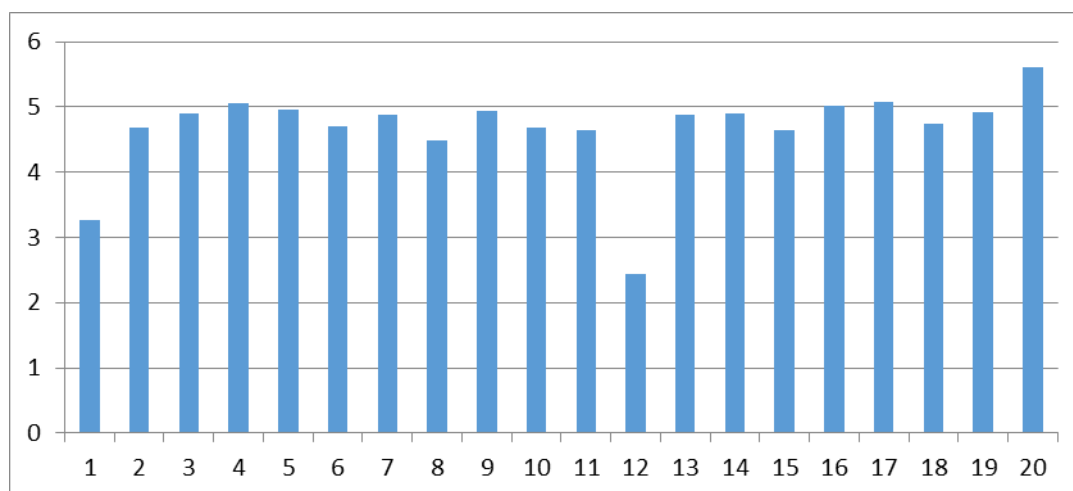
Table (5.36) shows the descriptive statistics of learning experience statements' results. Item no. 20 (environmental control 4: 'When I study vocabulary, I look for a good learning environment') has the highest mean, with 5.42 while item no. 12 (emotion control 3: 'When I feel stressed about vocabulary learning, I simply want to give up'.) has the lowest mean with 2.46. It also shows the rank and the standard deviation of all items.

Table 5.36: The results for each item:

Type of Control	Learning experience	No	Sum	Mean	SD	Min	Max	Rank
Satiation control 1	Once the novelty of learning vocabulary is gone, easily become impatient with it.	75	245	3.27	1.379	1	6	19
Emotion control 1	When I feel stressed about vocabulary learning, I know how to reduce this stress.	75	351	4.68	.857	2	6	15
Environmental control 1	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.	75	367	4.89	.981	1	6	8
Commitment control 1	When learning vocabulary, I have special techniques to achieve my learning goals.	75	379	5.05	.914	2	6	3
Metacognitive control 1	When learning vocabulary, I have special techniques to keep my concentration focused.	75	372	4.96	.761	2	6	5
Emotion control 2	I feel satisfied with the methods I use to reduce the stress of vocabulary learning.	75	353	4.71	1.063	1	6	13
Commitment control 2	When learning vocabulary, I believe I can achieve my goals more quickly than expected.	75	366	4.88	.944	2	6	10
Satiation control 2	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.	75	337	4.49	.991	2	6	18
Metacognitive control 2	When learning vocabulary, I think my methods of controlling my concentration are effective.	75	370	4.93	.949	1	6	6
Commitment control 3	When learning vocabulary, I persist until I reach the goals that I make for myself.	75	352	4.69	1.208	1	6	14
Metacognitive control 3	When it comes to learning vocabulary, I have my special techniques to prevent procrastination	75	348	4.64	.849	2	6	16
Emotion control 3	When I feel stressed about vocabulary learning, I simply want to give up.	75	182	2.43	1.265	1	6	20
Commitment control 4	I believe I can overcome the difficulties related to achieving my vocabulary learning goals	75	366	4.88	.900	1	6	11
Environmental control 2	When learning vocabulary, I know how to arrange the environment to make learning more efficient.	75	367	4.89	.815	2	6	9
Metacognitive control 4	When I feel stressed about my vocabulary learning, I cope with this problem immediately.	75	348	4.64	1.009	1	6	17

Emotion control 4	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.	75	376	5.01	.830	2	6	4
Environmental control 3	When learning vocabulary, I am aware that the learning environment matters.	75	380	5.07	.935	1	6	2
Satiation control 3	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.	75	356	4.75	1.092	2	6	12
Satiation control 4	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.	75	368	4.91	.873	3	6	7
Environmental control 4	When I study vocabulary, I look for a good learning environment.	75	421	5.61	.899	3	6	1

Graph (5.7) presents the results of all items of the questionnaire. Item 20 (environmental control 4: 'when I study vocabulary, I look for a good learning environment') was the most agreed upon item of all items in the questionnaire. Whereas item 12 (Emotion control 3 - When I feel stressed about vocabulary learning, I simply want to give up) was the most disagreed upon item.



Graph 5.7: All Items of the SRCvoc

5.3.5 Discussion:

Self-regulated learning has recently become one of the important subjects in educational and psychological research in this decade (Pintrich, 2000; Reynolds & Miller, 2003; Montalvo & Torres, 2004; Steffen, 2006). It is the learners' capacity to choose, apply, monitor, and control the effectiveness of learning strategies (Dörnyei, 2005). It investigates the contextual, environmental, and social cognitive factors that guide and control language learning. Zimmerman (1990) identified three features in self-regulated learning: students' use of self-regulated learning strategies, students' ability to generate self-report feedback about learning effectiveness, and students' interdependent motivational learning processes.

The SRCvoc scale is a new approach used to assess self-regulation in vocabulary learning. It measures how self-regulated capacity facilitates vocabulary learning. Research on self-regulation has focused on the learners' capacity to monitor and control behavior, and the effects of some factors such as the learners' learning environment, in order to achieve a goal. This scale does not measure strategy use but it measures self-regulatory capacity that will result in strategy use (Dörnyei, 2005; Tseng, Dörnyei & Schmitt, 2006; Oxford, 2011).

There are many factors that influence how learners learn and which particular strategies they employ to achieve their learning goals. The present study concentrates on variables and factors that affect the choice and use of vocabulary learning strategies. The results showed that motivation was the most important factor that affects vocabulary learning. Gardner (1985) discussed how motivation is a combination of effort plus desire to achieve a goal, plus favourable attitudes towards the goal to be accomplished. Oxford and Nyikos (1989) found that motivation was the best predictor of strategy use in a large-scale study of university students. More motivated students were used learning strategies more often than less motivated students.

Dörnyei (2005) also characterized motivation as a student's willingness or desire to be engaged and commit effort to completing a task and it is an important element of classroom learning that students may self-regulate. Thus, self-regulated learners are usually characterized as highly motivated learners because they can efficiently manage their own learning in many different ways (Schunk & Zimmerman, 1994 cited in Wolters, 1998).

Furthermore, the second factor affecting learners' learning is the different personalities of teachers. The teachers were considered to be a factor that influences the use and choice of VLSs that suit the learners (this will be discussed in the following chapter). They can help their learners to prepare and understand from the very beginning what objectives they intend to achieve.

The third factor, according to the results of the questionnaire, is the classroom activities. Oxford (1985) emphasized that successful learners use a wide range of strategies which are suitable and appropriate for their learning tasks. According to Stern (1992), language learners use language learning strategies either consciously or unconsciously when processing new information or performing tasks in the language classroom.

Self-regulated learners plan before starting a learning task, select the strategies that they find appropriate for this task, control, complete, and evaluate their language learning. The goal is to help them become more effective FL learners and take greater control. Therefore, the learners are prepared to become more self-regulated through the use of

specific strategies that enable them to increase their control over their own behaviour, attention, emotions, thoughts, and environment in the classroom.

The results (see Appendix 8) indicated that the five facets according to their means (in order) were as following: environmental controls, metacognitive controls, commitment controls, satiation controls, and emotion controls (see Appendix 7). All environmental control statements were highly ranked by the students. 58 students ranked Item 20 with 'strongly agree' 77.3% and overall 90.4% (For more details, see Table (5.37)).

Table 5.37: Environmental controls results

Items	Statements	Type of control	No of students	%	Mean	SD	Rank
3	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem	Environmental control	75	82.6%	4.89	.981	8
14	When learning vocabulary, I know how to arrange the environment to make learning more efficient	Environmental control	75	80.2%	4.89	.815	9
17	When learning vocabulary, I am aware that the learning environment matters.	Environmental control	75	86.8%	5.07	.935	2
20	When I study vocabulary, I look for a good learning environment.	Environmental control	75	90.4%	5.61	.899	1

As the learners highlighted the role of motivation and its importance in language learning, Oxford (1990:8) reported that learning strategies in language learning contexts have been used as, "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations". The learners need to use and be aware of special ways related to their learning and how to achieve their personal goals. They use effective strategies that are appropriate to their own personal factors such as gender, age, experience, level, culture, context, and personality.

5.4 Conclusion:

Questionnaires are very important for collecting and finding a wide range of data about VLS use. They are designed in different sets and the results will be compared to the results gained through other methods in order to observe the different results gained from using different methods and techniques with the same sample of students.

1) Vocabulary Learning Strategies Questionnaire (VLS-Q):

The current study aimed to identify the vocabulary learning strategies used by a group of Libyan university students at Al-Fateh University (the University of Tripoli). The

results showed that those students were good users of VLS for learning English as a foreign language.

The present study has provided and answered four main questions, and the results indicated that: first, the metacognitive strategies group was the group most-used, which could be related to the use of media in language learning and verbal repetition that were the most strategies used. Second, Cognitive Strategy 1; verbal repetition, is the strategy most-used by Libyan Learners. Third, males at Libyan Universities were slightly better in using strategies than females. Fourth, second year students used more strategies than third year students.

2) The Self-Regulating Capacity in Vocabulary Learning Scale (the SRCvoc Scale):

This questionnaire introduces a new approach to assessing strategic learning. It was designed by Tseng, Dörnyei and Schmitt (2006) to measure self-regulated capacity in vocabulary learning. The learners do not only need to know what strategies they use and involve, but they need to become comfortable with their learning (Moir & Nation, 2002). Oxford (1990) mentioned that self-regulated learners are those independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement, and proficiency. Moreover, Zimmerman (1990) described them as motivated, independent, and metacognitively active participants in their own learning. As a result, motivation was found to be the most important factor affecting the use of VLSs. Finally, the obtained data showed that most learners agreed more strongly with the statements relating to environmental control.

As a research method used within the present study, both Questionnaires were used in this chapter to collect data from the learners in order to assess their use of strategies in vocabulary learning. As Macaro (2001: 49) points out, these questionnaires only provide “an initial entry into the ‘underworld’ of strategy use”. Therefore, it will be necessary to use other methods to answer further questions. In addition, the role of the teacher in learning the foreign language is important and necessary, and their participation is very useful because their teaching experience can provide a valuable account of their learners’ use of strategies. The next chapter will provide more detailed data collected from the Libyan teachers using a questionnaire and interview.

Chapter 6

Teachers' Questionnaire and Interview

6.1 Introduction:

The aim of the current study is to assess the use and choice of vocabulary learning strategies for learning English as a foreign language. A combination of both quantitative and qualitative research methods are applied and used to elicit data about learners' use of VLS inside the foreign language learning classroom. Quantitative methods are widely used by most researchers and they are very important in VLS research because they enable researchers to be aware of the strategies that their learners need in general (Calderhead, 1981). Furthermore, qualitative methods are used for in-depth examinations (Borg, 2003; Gass & Mackey, 2005; Thomas, 2010), to collect data related to students' insights and comments from the participants and subjects themselves; and to explain their own behaviours, beliefs, positive or negative experiences of the FLL (Borg, 2003). Benson and Gao (2008) reported that quantitative strategy research methods tend to describe broad strategy preferences, whereas qualitative methods tend to describe the behaviour of individuals in some detail. For example, interviews provide access to the subjects' beliefs and motivation about their learning or other reactions to learning and classroom instruction and activities. The subjects can also communicate with the researchers about their language learning experiences. The present chapter mainly addresses the questionnaire and interview methods used to explore the teachers' practical classroom experience of their students' vocabulary learning strategies and their processes during their foreign language learning. It investigates the question of which VLS foreign language learners use according to their teachers' experience. Collecting teachers' insights about effective VLS provides a richer understanding of the process of learning how to learn language.

6.2 The Teacher and Vocabulary Teaching Strategies (VTS):

Normally, language teachers use strategies in their teaching in order to help their learners with the learning process inside the classroom. For example, vocabulary teachers can teach new words and suggest suitable ways and techniques to help the learners to understand their meaning as mentioned in Chapter three (see Table 3.5), Sanaoui (1995) divided VLS into two approaches depending on the learners' learning in the classroom: first, the 'structured approach', according to which learners take control of their vocabulary learning without depending on the course; and second, the 'unstructured approach', according to which learners depend on the course materials to control their vocabulary learning. Furthermore, VTS are considered a type of activity used in the classroom by the

teachers to facilitate the meaning of new words or remember the words that are already learned, and make their learning easier and more effective (Oxford, 1990).

The teacher is a very important element in the language learning classroom, as explained in Chapter 1. Teachers influence their students in terms of motivation, confidence, attitudes to learning, beliefs about learning, and social morals. It is necessary to say a good teacher can help the learners to learn; and that main role of the language teacher is to help learners learn. They are very important in learning process, and they can help learners to develop and increase their attention to the use of learning strategies. The teachers are also needed to facilitate the foreign language learning process. Harmer (2007: 22) suggested that when “the teacher instructs, this is where [s]he explains exactly what the students should do”. According to Martinez (1996), the new roles of the teacher are: giving advice, that is, counselling learners on the development of learning objectives and learning strategies; developing in students a series of strategies independent of the teacher’s support and leading to individualization and self-directed and autonomous learning, both inside and outside the classroom; involving students as much as possible in the whole teaching and learning process; making students responsible for their decisions and encouraging student self-assessment and evaluation by stimulating the production of a series of agreed criteria; raising awareness with respect to the use of strategies and on their views of language, language learning and language teaching; respecting learners’ cognitive style and attempting to match as closely as possible the teaching style with learners’ cognitive style; and creating the circumstances in which students become familiar and apply strategies appropriate for the type of activities being used. Vocabulary learning strategies are those ways and techniques that teachers use in order to help their learners to learn.

Takač (2008) mentioned that the role of the teachers in teaching vocabulary includes the following procedures: introducing and presenting the meaning and form of a lexical item, stimulating learners to revise, practice and consolidate vocabulary through various tasks, as well as other procedures, such as giving advice to learners on how to memorize lexical items, and monitoring, and evaluating their learners’ progress.

The use of learning strategies for vocabulary development and acquisition is necessary in classroom teaching; therefore, teachers need to identify a number of vocabulary learning strategies that can be taught to students according to their experience. Then, those strategies can also be used independently to learn and acquire more vocabulary and make them become responsible for their own learning (Nation, 2001). According to Richards and Lockhart (1996), the teachers’ responsibilities are: identifying learners’ needs, selecting and grading syllabus content, arranging the learning classes, selecting the learning materials and activities, assessing learners’ progress, and course evaluation.

The ultimate aim of this study is to identify and investigate the VLS used in the Libyan university classrooms by including the four elements of learning: 1) the learners (included in Chapter 5), 2) the teachers, 3) the task (vocabulary learning), and 4) the learning context (the classroom) and materials. Thus, this chapter aims to gain and collect data from Libyan teachers about the VLS their learners use when learning English words.

6.3 The Current Study:

Since the role of the teacher is very important in the process of foreign language learning, the present study concentrates on collecting the data from the Libyan teachers using two methods: a questionnaire and individual interviews. The teachers talk about their experience of their learners' vocabulary learning strategies used inside the Libyan classroom.

6.3.1 Aims of the Study:

Data from both the questionnaire and interview are used to help the researcher to create a better understanding of language teachers' views and insights about the use of vocabulary learning strategies and how the investigated variables determined their strategy use.

The present study aims to report on the teaching of English vocabulary by university teachers. Specifically, it aims to:

- 1) Identify the most important factors affecting the use and choice of vocabulary learning strategies and to look at the difference in vocabulary learning strategy by gender, major, and self-rated English proficiency according to the teachers' experience.
- 2) Identify the use of vocabulary learning strategies for teaching in the foreign language classroom.
- 3) Explore the teachers' experience, attitudes and beliefs in relation to their learners' strategy-use.

6.3.2 Research Questions:

The main aim of this study is to provide a comprehensive account. It seeks to answer the following questions:

Research Question 1: What are the "vocabulary learning strategies" used by Libyan teachers with their learners in learning the foreign language?

Research Question 2: What are the factors that affect their students' learning of vocabulary?

6.3.3 Participants:

The participants are 20 teachers / staff members from the Department of English, Faculty of Languages at the University of Tripoli in Libya. They all spoke Arabic as their first

language, and English as a foreign language. Table (6.1) presents a summary of the participants' personal and demographic information. The participants were comprised of 6 males and 14 females. Their age ranged from 26 to <40. 10 teachers taught 1st year students, 5 teachers taught 2nd year students, whereas 5 teachers taught third year students. Only two teachers had a PhD degree, while 18 teachers had a MA degree. Their teaching experience ranged from 6 to 20 years. They all watched and listened to English programmes and music. All of the teachers attended training course(s). 3 teachers did the TOFEL exam, whereas 17 did the IELTS exam.

Table 6.1: A summary of the participants' information.

Teachers	Gender	Age	Lived in	Teaching / Year	Degree	Experience	Watch/Listen To English	Training course	English Exam
T1	Female	26-30	Yes	3 rd	PhD	6-10	Yes	Yes	IELTS
T2	Male	40 +	Yes	3 rd	PhD	16-20	Yes	Yes	IELTS
T3	Male	36-40	No	2 nd	MA	11-15	Yes	Yes	IELTS
T4	Male	26-30	No	1 st	MA	11-15	Yes	Yes	IELTS
T5	Female	31-35	Yes	1 st	MA	11-15	Yes	Yes	IELTS
T6	Male	31-35	No	2 nd	MA	16-20	Yes	Yes	TOFEL
T7	Female	31-35	No	1 st	MA	16-20	Yes	Yes	IELTS
T8	Female	31-35	No	1 st	MA	11-15	Yes	Yes	IELTS
T9	Female	40 +	No	3 rd	MA	11-15	Yes	Yes	IELTS
T10	Female	36-40	Yes	1 st	MA	11-15	Yes	Yes	IELTS
T11	Female	31-35	No	1 st	MA	6-10	Yes	Yes	IELTS
T12	Female	36-40	Yes	1 st	MA	11-15	Yes	Yes	IELTS
T13	Male	36-40	No	2 nd	MA	6-10	Yes	Yes	IELTS
T14	Male	31-35	Yes	1 st	MA	6-10	Yes	Yes	TOFEL
T15	Female	40 +	Yes	1 st	MA	11-15	Yes	Yes	IELTS
T16	Female	31-35	Yes	2 nd	MA	11-15	Yes	Yes	IELTS
T17	Female	36-40	Yes	3 rd	PhD	16-20	Yes	Yes	IELTS
T18	Female	36-40	Yes	2 nd	PhD	11-15	Yes	Yes	IELTS
T19	Female	40 +	Yes	3 rd	MA	16-20	Yes	Yes	TOFEL
T20	Female	31-35	No	1 st	MA	11-15	Yes	Yes	IELTS

6.3.4 Data Collection Instruments:

Two instruments were used for data collection:

6.3.4.1 The Teachers' Questionnaire:

The teachers' questionnaire form was in English. It consisted of three parts: the first part was intended to gather some demographic information about the participants, including their age; level; if they had lived in a foreign country; the year they taught; and the most important factor(s) which they believed affected their teaching, such as their students' motivation, gender, age, major, and culture.

In the second part, there were 27 general statements related to the use of vocabulary learning strategies. The learners were asked to rank how often they use a particular strategy according to a 5-point Likert scale ranging from “never” (1) to “always” (5).

In the third part, two optional, open-ended questions were suggested in order to investigate the teachers' own experience of using VLS in their classroom.

6.3.4.2 The Teachers' Interviews:

The purpose of semi-structured interviews was to collect qualitative data of the teachers' insights and comments about vocabulary teaching. The data from the interviews helped to create a better understanding of language teachers' use of vocabulary learning strategies. Nunan (1992: 149) explained that “...because of its flexibility, the semi-structured interview has found favour with many researchers, particularly those working within an interpretive research tradition”. The teachers were mainly asked: 'what are your beliefs about vocabulary and language learning?'.

The interviews were conducted in the languages in which the interviewees felt most comfortable; taped in Arabic (the teachers' first language), in order to allow them to talk and clarify their own experience about foreign language teaching. The teachers were asked a set of questions to express their insights and thoughts mainly about VLS. The questions were not standardized and the interviewer was free to ask other questions in order to clarify the teachers' answers. Three interviews then were transcribed into English, which will be used for the analysis.

Different types of questions were used in the interviews to collect the teachers' comments and insights. For example:

1- General Interview Questions (IQ):

IQ- Do you use Arabic in your classes? Is it necessary?

IQ - How much Arabic do you use?

IQ - What make you use Arabic? Give reasons.

2- Interview Questions about General Vocabulary Learning:

IQ - What factors make a word easy/difficult to learn?

IQ - Do you have any special strategies used for learning new vocabulary?

IQ - What are the major characteristics or factors of a good language learner for learning vocabulary?

3- Interview Questions about Vocabulary Learning Strategies:

IQ- What do you know about 'vocabulary learning strategies'?

IQ- Do you think vocabulary learning strategies are important for learning vocabulary? Why?

IQ- What kinds of vocabulary learning strategies do you teach or promote in your classroom?
Which are the ones that work best for your students and which don't?

IQ- What differences do you find in the use of vocabulary learning strategies between your learners attributable to gender, level of language proficiency and age?

IQ- Can vocabulary learning strategies help your learners to improve their vocabulary learning? How?

IQ- Have you received any vocabulary strategy training? If your answer is yes, do you think that this training can help you to teach vocabulary more effectively?

IQ- What types of technological equipment do you use inside the classroom when teaching vocabulary?

4- Questions about Stimulated Recall Methodology:

IQ- Have you heard about or used 'stimulated recall methodology'?

IQ- What can you say about it?

6.3.5 Data Collection Procedures:

Over fifteen days, the researcher conducted both the questionnaires and semi-structured interviews. All sessions took place in the English Department staff room. First, a consent form (see Appendix 2) was obtained by the researcher. Then the interviews were held after the questionnaires had been completed. Each teacher was interviewed individually for between 10 and 25 minutes as presented in Table (6.2).

Table 6.2: The duration of each teacher's interview.

Teacher	Duration	Teacher	Duration
Teacher1	15:48	Teacher11	10:25
Teacher2	13:29	Teacher12	15:44
Teacher3	10:32	Teacher13	10:57
Teacher4	10:54	Teacher14	15:56
Teacher5	12:69	Teacher15	10:13
Teacher6	15:08	Teacher16	22:43
Teacher7	12:26	Teacher17	21:51
Teacher8	11:01	Teacher18	12:27
Teacher9	10:28	Teacher19	14:11
Teacher10	11:34	Teacher20	1

6.3.6 Data Analysis:

After collecting the data, the questionnaire was analysed and a graph of the main factors influencing the use and choice of strategies was designed. Then, a table of descriptive statistics including the sum, means and standard deviation, was calculated using SPSS 19.

Figure (6.1) shows the main research questions addressed in the data analysis. . All interviews were transcribed and analysed separately in light of those questions. The data was coded and divided according to the questions and the answers that were used in order to explain the teachers' comments.

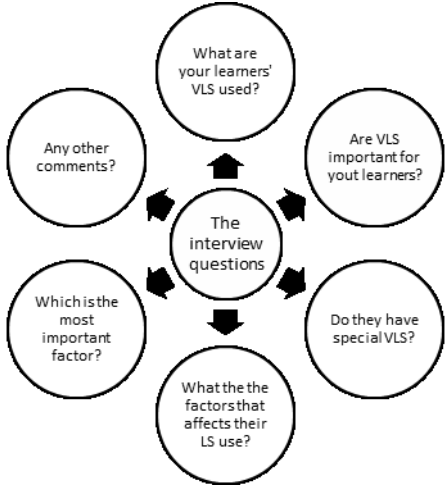
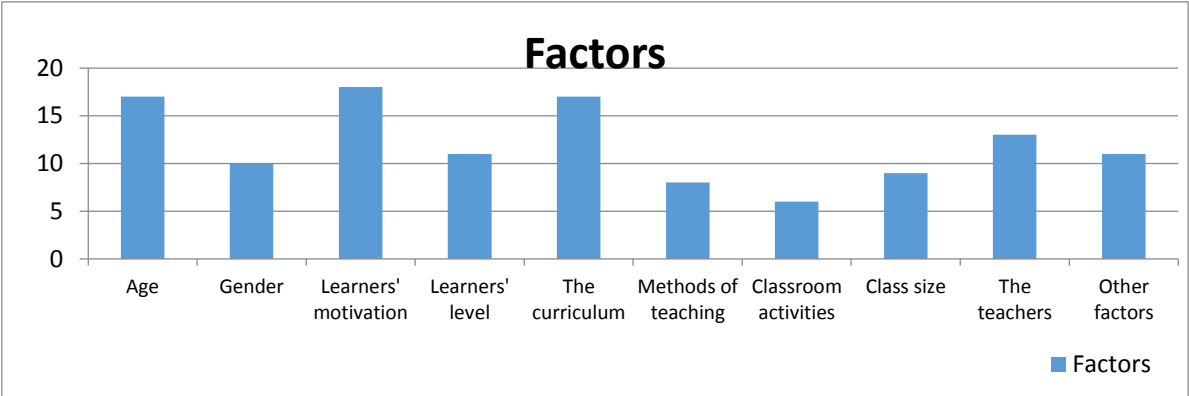


Figure 6.1: The main research questions in the participants' interview:

6.3.7 Results:

The results of both the questionnaire and the interview are presented and discussed below. In the questionnaire, question number 10 includes a list of factors that can affect the learners' choice and use of VLS as shown in Graph (6.1). The teachers were asked to choose the most important factor that, according to their experience, can affect their learners. As shown in the graph below, the teachers reported that student motivation was the most important factor affecting language learners/students in the classroom. The curriculum (language material) and the age of the learners were identified as the second most important factors. . The teachers reported that the teachers themselves were the third most important factor affecting the students' learning.



Graph 6.1: The most important factor that affects the teachers' learners' use of VLS.

Table (6.3) presents the results of the questionnaire (also see Appendix 10), which was analysed based on the means of the items. It shows descriptive statistics for the frequency of the use of vocabulary learning strategies of the subjects. The results show that VLS 7 ('I use a monolingual dictionary' (English-English Dictionary)) is preferred by Libyan university teachers, and shows a mean of 4.50. On the other hand, VLS 27 - ('If I encounter an unknown word, I ignore it') is the least preferred with a mean of 1.55.

Table 6.3: The results of the teachers' questionnaire.

VLS	Vocabulary Learning strategies	No of teachers	Sum	Means	SD	Min	Max	Rank
VLS1	I try to use a new word in a sentence structure correctly.	20	74	3.70	1.261	2	5	8
VLS2	I analyse word parts in order to guess the meaning of a word.	20	65	3.25	1.293	1	5	15
VLS3	I look for similar words in my first language.	20	64	3.20	1.542	1	5	16
VLS4	If I cannot remember a word in a conversation, I use gestures.	20	51	2.55	1.356	1	5	24
VLS5	I try to guess the meaning of a new word from context.	20	80	4.00	1.338	1	5	4
VLS6	I use a bilingual dictionary (English–Arabic)	20	64	3.20	1.542	1	5	17
VLS7	I use a monolingual dictionary (Eng–Eng)	20	90	4.50	.946	2	5	1
VLS 8	I make words lists.	20	61	3.05	1.276	1	5	19
VLS 9	I use words in different situations to show their different meanings.	20	71	3.55	.945	2	5	11
VLS10	I pick up words from English language media (songs, movies, newscasts, TV)	20	72	3.60	1.536	1	5	10
VLS11	I make word cards.	20	56	2.80	1.281	1	5	22
VLS12	My learners ask for an L1 translation.	20	84	4.20	1.281	1	5	2
VLS13	My learners ask for a similar word	20	73	3.65	1.226	1	5	9
VLS14	I correct my students' word cards, notebooks and their vocabulary lists.	20	77	3.85	1.268	1	5	6
VLS15	I explain my lessons in English all the time.	20	68	3.40	1.353	1	5	13
VLS16	I explain the meaning of a word with pictures, drawings, etc.	20	70	3.50	1.395	1	5	12
VLS17	I connect an image with a word's meaning.	20	66	3.30	1.174	1	5	14
VLS18	I connect words with other words with similar or opposite meanings.	20	77	3.85	1.309	1	5	7
VLS19	I try to give the word's associates in English in a diagram.	20	50	2.50	1.277	1	5	25
VLS20	I group words in a sort of pattern.	20	55	2.75	1.020	1	4	23
VLS21	I group words together in a story.	20	49	2.45	1.572	1	5	26
VLS22	I give my learners a vocabulary test.	20	58	2.90	1.334	1	5	21
VLS23	If I explain a new word in class, my learners immediately repeat after me.	20	61	3.05	1.356	1	5	20
VLS24	I prepare the vocabulary section in the textbook before class.	20	84	4.20	1.105	2	5	3
VLS25	I write my explanation in my teaching diary every lecture.	20	78	3.90	1.334	1	5	5
VLS26	I keep words in a separate vocabulary notebook.	20	62	3.10	1.683	1	5	18
VLS27	If I encounter an unknown word, I ignore it	20	31	1.55	.945	1	4	27

According to the results of the questionnaire, Table (6.4) shows the vocabulary learning strategies most-used by Libyan university teachers. VLS 7 – (the use of the monolingual dictionary) was the most used strategy with a mean of 4.50. Most teachers indicated that their learners usually asked for the L1 translation of the words; this result showed a mean of 4.20. As part of their teaching, lesson plans were a very important strategy, with a mean of 4.20. Guessing the meaning from context was usually a part of the activities, and most foreign language teachers used context in their teaching of vocabulary; this result showed a mean of 4.00. Teachers used their diaries for self-evaluation; this result showed a mean of 3.90.

Table 6.4: The VLS most used by Libyan teachers according to the questionnaire’s results

No.	Group	VLS	Sum	Mean	SD
1-	VLS 7	I use a monolingual dictionary (English – English dictionary)	90	4.50	.946
2-	VLS 12	My learners ask for L1 translation.	84	4.20	1.281
3-	VLS 24	I prepare the Voc. section in the text book before class.	84	4.20	1.105
4-	VLS 5	I try to guess the meaning of a new word from context.	80	4.00	1.338
5-	VLS 25	I write my explanation in my teaching diary every lecture.	78	3.90	1.334

Table (6.5) shows the vocabulary learning strategies used least by Libyan university teachers. Libyan teachers indicated that a number of strategies are not used by foreign language learners: VLS 27 ('If I encounter an unknown word, I ignore it') had a mean of 1.55, VLS 21 ('I group words together in a story') had a mean of 2.45, VLS 19 ('I try to give the word's associates in English in a diagram') had a mean of 2.50, VLS 4 ('If I can't remember a word in a conversation, I use gestures') had a mean of 2.55, and VLS 20 ('I group words in a sort of pattern') had a mean of 2.75.

Table 6.5: The VLS least used by Libyan teachers:

No	VLS	Vocabulary learning strategies	Sum	Mean	SD
1-	VLS 27	If I encounter an unknown word, I ignore it.	31	1.55	.945
2-	VLS 21	I group words together in a story.	49	2.45	1.572
3-	VLS 19	I try to give the word's associates in English in a diagram.	50	2.50	1.277
4-	VLS 4	If I can't remember a word in a conversation, I use gestures.	51	2.55	1.356
5-	VLS 20	I group words in a sort of pattern.	55	2.75	1.020

At the end of the questionnaire, open-ended questions allowed the teachers to report any special vocabulary strategies that they use. For example, Teacher 12 mentioned that she writes every unknown word she encounters and discover its meaning, then writes it as a message in her mobile and sends it. Teacher 1 stated that she puts out a box, in which learners can post a piece of paper with any unknown words, which explains for them later. She states that this strategy is suitable for shy students or those who are very weak in speaking.

In the interview: teachers were required to report on what they do when teaching vocabulary. The results indicated that all teachers agreed that VLS are new ways and techniques used to help their learners to learn new words or remember the words that they already know. Table (6.6) shows a large number of vocabulary learning strategies reported by the Libyan teachers. The strategies were mentioned and reported by the teachers according to their experience in order to answer the question of what VLS does teachers use to help their learners learn. Every teacher listed a group of strategies that they use inside the classroom.

Table 6.6: The Libyan teachers' VLS used in their teaching of English as a foreign language (teachers' interview results)

No	Teachers	Vocabulary learning strategies
1	Teacher 1	Guessing the meaning of new words from context. Connecting words with other words that have the opposite meaning. Keeping a list of words in a separate vocabulary notebook. Connecting an image with a word's meaning.
2	Teacher 2	The use of bilingual (English-Arabic) Dictionary. The use of L1 translation The help of teachers Explaining the meaning of a word with pictures.
3	Teacher 3	The use of bilingual (English-Arabic) Dictionary. Writing down words repeatedly (Writing repetition). Picking up new words from English language media. Using the new words in a sentence structure.
4	Teacher 4	The use of monolingual (English-English) dictionary. Using the words in different situations to show their meaning. Taking care of a vocabulary notebook. The help of teachers
5	Teacher 5	Connecting the meaning of a word with pictures, things, etc. The use of dictionary (English and Arabic dictionaries). The use of L1 translation. The use of visual aids.
6	Teacher 6	The use of dictionaries (English and Arabic dictionaries). The list of words in L1. Connecting the meaning of a word with pictures, cards, etc. Connecting the meaning of a word with things.
7	Teacher 7	The use of monolingual (English-English) dictionary. Using the new words in a sentence structure. Guessing the meaning of new words from context. Connecting the meaning of a word with drawing pictures
8	Teacher 8	The use of monolingual (English-English) dictionary. Writing down words repeatedly (Writing repetition). Connecting words with other words with its synonyms. Using the new words in a sentence structure.
9	Teacher 9	The use of L1 translation Writing down words repeatedly (Writing repetition). Connecting the meaning of a word with drawing, etc. Writing on the board.
10	Teacher 10	Guessing the meaning of new words from context. The use of dictionary (English and Arabic dictionaries). Using the new words in a sentence structure. Connecting words with other words with its synonyms.

11	Teacher 11	Picking up new words from English language media. Tools (realia) to recall meaning. Connecting words with other words with its synonyms. Connecting the meaning of a word with pictures, cards, etc.
12	Teacher 12	The use of dictionary to check different meaning. Mobile messaging to write down new words. Using the words in different situations to show their meaning. Picking up new words from English language media.
13	Teacher 13	The use of bilingual (English-Arabic) Dictionary. Connecting words with other words with its synonyms. Using the new words in a sentence structure. Guessing the meaning of new words from context.
14	Teacher 14	The use of dictionary (English and Arabic dictionaries). The use of L1 translation Connecting words with other words with its synonyms. Using the new words in a sentence structure.
15	Teacher 15	The use of dictionary to check new words' meaning The use of flash cards. Connecting the meaning of a word with pictures. The use of L1 translation
16	Teacher 16	The use of monolingual (English-English) dictionary. Connecting the meaning of a word with pictures. Picking up new words from English language media. Guessing the meaning of new words from context.
17-	Teacher 17	The use of monolingual (English-English) dictionary. The use of L1 translation Connecting the meaning of a word with drawing Writing down words repeatedly (Writing repetition).
18-	Teacher 18	Connecting the meaning of a word with drawing The use of visual aids. The use of gesture. Guessing the meaning of new words from context.
19-	Teacher 19	Connecting words with other words with its synonyms. Connecting words with other words with their opposite meaning. Guessing the meaning of new words from context.
20-	Teacher 20	The use of monolingual (English-English) dictionary. Using the new words in a sentence structure. Guessing the meaning of new words from context. Connecting words with other words with its synonyms

As a summary for Table (6.6), Table (6.7) presents the most-used VLS for teaching English as a foreign language. All the teachers reported that those strategies are very important and can be used to improve the level of their learners. 15 teachers agreed that use of a dictionary is the most used strategy.

Table 6.7: The most-used strategies reported by Libyan teachers in the interviews

Rank	The most used strategies	No of teachers	%
1-	The use the monolingual and bilingual dictionaries	15	75%
2-	Connecting the words with pictures, images, drawings or other visual aids.	14	70%
3-	Connecting the new words to their synonyms and antonyms	10	50%
4-	Guessing the meaning of a new word from context.	8	40%
5-	The use of L1 translation	7	35%

Table (6.8) presents the least-used strategies for teaching vocabulary. Vocabulary learning strategies, such as the use of gesture and connecting the meaning with other things, are rarely used by Libyan teachers in their classroom teaching (5% only).

Table 6.8: The least-used strategies reported by Libyan teachers in the interviews:

Rank	The least used vocabulary learning strategies	No of teachers	%
1-	The use of gesture.	1	5%
2-	Connect the meaning of a word with things.	1	5%
3-	The use of notebooks.	2	10%
4-	The help of teachers.	3	15%

All teachers reported that the learners asked them to use Arabic in teaching English. They think it helps them to understand the equivalent meaning in their language better and faster. Only three teachers reported that they never use Arabic in their teaching, because they can explain more by pictures, drawings, gestures, etc. Teacher 12 reported that she collects list of words and then translates them to Arabic, which she then memorises.

The teachers mentioned that there are many factors that affect their teaching. First, most teachers stated that they prefer teaching both females and males which are nearly at the same level. They reported that females are better at studying and revising, while males are better in direct classroom learning. Second, they all confirmed that good language learners (high level learners) are better at using VLS than poor learners (low level learners). They also reported that students' motivation is the most important factor that affects their teaching.

The teachers were highly educated – 4 have PhDs and 16 have MAs and all confirmed that they are trained. But still training is the main problem for teachers in Libya. The teachers mentioned that they were trained during their university studies, and through short training courses. They also reported that those courses are very effective in helping them to learn how to teach. On the other hand, they reported that the use of technology equipment inside the classroom is very useful for teaching vocabulary: equipment such as overhead projectors and computers help them to explain the meaning of new words very quickly and easily.

All the teachers reported that this is the first time they had heard about stimulated recall methodology as a research method. Only one teacher reported that this method was known to her, but with the word “remember”, rather than 'recall'.

6.3.8 Discussion:

Teachers have to consider the factors that affect the choice of strategies suitable for their learners, to make them understand from the beginning the objectives they intend their

learners to achieve. Macaro (2001) explained that in foreign language learning, learners always learn better if they are helped to identify what strategies they can use. He also stated that the teachers need to know the strategies that their learners are using in order to understand some of the problems that they encounter when teaching.

In addition, Macaro (2001: 56) explained that interviews can be “productive and an excellent way of complementing a questionnaire”. The results of the questionnaire indicated that learner-motivation is the most important factor and plays a central role in teaching the foreign language. Gardner (1985) defined motivation as a combination of effort plus desire to achieve a goal, plus favourable attitudes towards the goal to be accomplished. Rubin (1975) reported motivation to be one of the most important variables used by good language teachers and learners.

A total of 27 vocabulary learning strategies were included in the questionnaire that was given to Libyan teachers. The results of the descriptive statistics (see Table (6.3)) showed the results of all strategies. The most-used strategy was VLS 7 ('the use of monolingual dictionary'), the most important strategy, with a mean of 4.50. The second strategy was VLS 12 ('the learners ask for L₁ translation') with a mean of 4.20. The third strategy was VLS 24 ('preparing the vocabulary section in the textbook before class'), with a mean of 4.20). The fourth strategy was VLS 5 ('guessing the words' meaning from context'), with a mean 4.00. Finally, the fifth strategy was VLS 25 ('preparing the explanation in the teaching diary every lesson') with a mean of 3.90.

Most strategies were used by the teachers to help their learners to understand the meaning of the new words. A number of those strategies had to do with the teachers themselves and the way they teach. They usually prepared the strategies for use in their classroom lessons according to the materials and activities they planned to use during the lesson.

On the other hand, the least used strategies were VLS 27 ('skipping the unknown words') with a mean of 1.55, VLS 21 ('grouping the words in a story') with a mean of 2.45, VLS19 ('associating the words in a diagram') with a mean of 2.50, VLS 4 ('the use of gesture') with a mean of 2.55 and VLS 20 ('grouping the new words in a pattern') with a mean of 2.75.

The results of the interviews showed that most teachers use their learners' first language while teaching the foreign language. They indicated that the 25% - 30% of their teaching takes place in the L₁. Swan (1997: 178) reported that “the more aware learners are of the similarities and differences between their mother tongue and the target language, the easier they will find it to adopt effective learning and production strategies”.

All the teachers reported that it is important for foreign language teachers to understand the importance of different strategies used by their learners. Oxford (1990)

defined learning strategies as steps taken by students to enhance their own learning. She also mentioned that this technique allows the learners and teachers to provide information (data) in their own words about the learning strategies. Wu (2005) stated that VLS are very important because the learners can use them to facilitate their vocabulary acquisition.

Most of the teachers had similar answers to the questions (for the full list of interview questions, see Appendix 11). Both the results of the teachers' questionnaire and interview indicated that use of a dictionary is the most-used VLS used in language learning. Nation (1989: 65) suggested that "dictionaries for language learning should make use of research on vocabulary and vocabulary learning to make it easier for learners to gain new vocabulary". Many other strategies were frequently-used in teaching vocabulary, such as guessing the meaning of words from context and using the L₁.

In addition, the use of gesture was reported as the least-used VLS in both the questionnaire and interview. Connecting the meaning of the new words with other things such as stories, diagrams or patterns was also one of the least-used VLS. However, the use of notebooks or diaries was the least-used strategy reported in the interview, while it is very important in the questionnaire's results.

Macaro (2001: 58) claimed that interviews are "an attempt to get closer than a questionnaire" to what the language learners do. However, they are still not "inside the learners' heads" (ibid).

6.4. Conclusion

As Oxford (1990) pointed out, skilled teachers help their learners develop an awareness of learning strategies and enable them to use a wide range of appropriate strategies. This chapter has provided a detailed overview of the role of teachers in the use of VLS in teaching English in foreign language classrooms.

Teachers help their learners to take more responsibility for their learning by enhancing their autonomy, independence, and self-direction. The teachers can: introduce the strategies to the learners and awareness of their learning preference; teach them to identify, practice, evaluate and transfer strategies to new learning situations; and promote learners' autonomy so that learners can continue their learning after they leave the classroom.

To facilitate English language learning, teachers need to further understand the importance of vocabulary learning. Other different methods have been used to collect enough data to reflect the learners' and teachers' insights about their use and choice of VLS. The previous chapter concentrated on using quantitative methods to collect data about the learners and their use of VLSs while learning English, while this chapter presented both the quantitative methods using a questionnaire and qualitative methods by using interviews. The

results of both the teachers' questionnaire and the interview identified that the use of dictionaries is the most important strategy.

The combination of different research methods enables the triangulation of the data and facilitates the investigation vocabulary learning and teaching. The next chapter will present and discuss further the learners' and teachers' diaries from the vocabulary lectures.

Chapter 7

Learners' and Teachers' Diaries

7.1 Introduction:

In vocabulary learning, writing in a diary is a very useful research tool for examining the use of vocabulary learning strategies inside the classroom, because the learners are prepared to show what they learned over time. Their comments and insights are very important to the way they used to learn, in order to provide “a broad picture of their development over time” (Macaro, 2001:45). Johnson (2002: 46) used diaries as “a written account of a person’s thoughts, activities and experiences recorded daily or every few weeks”. Rubin (2008: 1) used them as “a set of notes about what one is thinking, doing, and feeling at a particular moment”.

According to Bailey (1996), diaries make it possible to tap into affective factors, language learning strategies, and the learners’ own perceptions of language learning, which are normally hidden or largely inaccessible to external observers. Bailey and Ochsner (1983) mentioned that the use of diaries is the best way of finding out what goes on in the learner’s mind. Their use in language learning is considered to be a primarily metacognitive strategy (Ellis & Sinclair, 1989) because both the teachers and learners can use them to clear and report their aims, goals, purposes and organization of their lessons.

In this research study, diaries are used as a type of self-report, that allow both the learners as well as the teachers to record the guidelines and instructions that they should follow in their own learning and teaching. Rubin (2003) used diaries for instructional purposes to help learners improve and develop metacognitive awareness of their learning processes and strategies (cited in Nemat, 2013). She also reported that they can help learners to begin to control their own progress.

Diaries are very important and involve data collected from the participants themselves, who write about what is going through their minds as they are engaged in a task such as learning vocabulary or any other skills. As noted earlier in Chapter Four, different types of quantitative and qualitative methods are discussed, and researchers plan to use that which goes with their aims and research questions.

Moreover, Nunan (1992: 118) explained that “diaries, logs, and journals are important introspective tools in language research”. Porter et al. (1990: 227) stated that diaries are very helpful methods as they can be used by learners: “to introspect about learning, comment on the class, and communicate about what they are learning. Students get more involved in the course and make connections between themselves and the course material”.

7.2 Types of Diaries:

There are two broad types of diary-study in language teaching and learning according to the users:

7.2.1 Learners' Diaries:

Diary writing is a reflective method that helps learners to record their language learning. Vicker and Morgan (2003: 29) define a learner diary as “audio or written, where learners record their thoughts and reflections on their language learning experience”. In addition, Oxford, Lavine, Felkins, Hollaway and Saleh (1996) explain that “keeping a language learning diary helps learners become more aware of their strategies at any given time across a long period”.

Moon (1999) mentioned eighteen different purposes for the use of learners' diaries: 1) to record experience; 2) to facilitate learning from experience; 3) to support understanding; 4) to represent understanding; 5) to develop critical thinking; 6) to show the development of a questioning attitude; 7) to encourage metacognition; 8) to increase ability in reflection and thinking; 9) to enhance problem solving skills; 10) as a means of assessment in formal education; 11) for reasons of personal development and self-empowerment; 12) for therapeutic purposes or as means of supporting behaviour change; 13) to enhance creativity; 14) to improve writing; 15) to improve or give ‘voice’; as a means of self-expression; 16) to foster communication, reflective and creative interaction in a group; 17) to support planning and progress in research or a project; and 18) as a means of communication between one learner and another.

7.2.2 Teachers' Diaries:

Teachers' diaries enable teachers to help their learners improve their learning process. Furthermore, they can help teachers to find the suitable teaching activities, use different styles and strategies, plan their lessons, select materials, deal with different types of learners, use available resources and technology, and make the right decisions.

Figure (7.1) presents the content of the teachers' diaries: 1- teachers' goals and aims which are very useful because they help teachers notice their own ideas about their English language teaching. 2- Learners' problems which the teachers mention and become aware of during their teaching. Here they mention their views of their classes and find the suitable strategies to use in order to solve these problems, and 3- learning context or environment, which is very important for successful learning. This includes the teachers' activities and materials for their learners. They influence the attitude of the learners towards learning and concentrate on answering and solving their problems. Teachers can use their diaries to

develop their courses, and to develop understanding of their learners' needs, problems, and expectations. Here, their diary is the tool which informs them of the designed course, prepared material, and teaching methods. Through her diary study, Numrich (1996) found interesting issues about early preoccupations of novice ESL teachers and the reasons why they chose certain instructional methods. McDonough and McDonough (1997:124) used diaries in English language teaching studies in three ways as: 1) qualitatively and quantitatively, 2) subjectively and introspectively, and 3) retrospectively and reflectively.

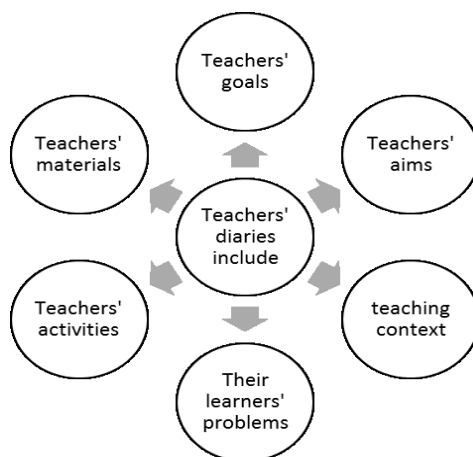


Figure 7.1: The content of teachers' diaries

7.3 The Current Study:

This current study is a diary study that focuses on learners' and teachers' use of vocabulary learning strategies in their learning of English as a foreign language. This study gives and presents a clearer picture of how English is learnt and taught inside the classroom. It also provides a deep analysis of how vocabulary learning strategies are used within the Libyan context (classroom).

7.3.1 Aims of the Study:

The present thesis examines some appropriate methods for assessing and measuring the use of vocabulary learning strategies in learning the foreign language. Therefore, this diary study aims to investigate and identify learners' and teachers' use of VLS within the Libyan classroom context. In addition, it examines and describes how these diaries are used and how they were analysed to find out what information they provided about learners and teachers' use of vocabulary learning strategies.

7.3.2 Research Questions:

The following questions were asked in order to collect comments and insights selected directly from the teachers and learners:

RQ1 What are the VLS used by undergraduates learning English in Libya?

RQ2 What are the vocabulary learning strategies used by Libyan teachers in teaching English new words?

7.3.3 Participants:

There were two groups in the diary study.

1) I asked five teachers to volunteer and write a diary of their lectures during term 2. The teachers teach vocabulary in a reading comprehension course for second year students. They were from the Department of English, University of Tripoli. They wrote a diary-entry for each lesson for ten weeks. They indicated that the diaries helped learners during the learning process to become more aware of how to learn; and evaluate their reactions (feelings) about the course.

2) Five students were chosen from different classes. All of them are in their second year of their studies. I photocopied their diaries which they wrote during the teachers' 16 vocabulary lessons. They were asked to write a learner diary in which they record and report all the activities that are used in the classroom. This shows the strategies that help them improve their language vocabulary learning.

7.3.4 Data Instruments (Methods):

Both the teachers and learners' diaries are freely hand written papers about their vocabulary lessons. Because they had no need to answer questions and were free to choose the exact content of the diary, the data revealed a considerable amount about the psychological or emotional side of the teacher or learners, because they wrote what they feel about language learning.

7.3.4.1 The Teachers' Diaries:

The teachers' diary form was in English (see Appendix 13). It presents their vocabulary lesson plan and its time division. The teachers were asked to write their objectives and the aims of the lesson, the strategies that will be used to facilitate new vocabulary teaching, the problems that they will encounter while class and think of appropriate solutions, the teaching materials which are also very important because they help learners to practice activities in the foreign language, and their feedback and evaluation about the progress of all learners in the class. Some additional notes about the lesson can be provided and included.

7.3.4.2 The Learners' Diaries:

The learners' diaries are notes written during the lessons that contain responses or comments. They showed that they use different VLS to learn English vocabulary. The class meets twice a week and the learners write in their diaries in each lesson while learning. In these diaries, Schmitt (1997) developed two main groups of VLS: a) VLS for the discovery of a new word's meaning and b) VLS for consolidating a word once it has been encountered. He also suggested ways to remember words for the future, like the written questionnaire study (see Chapter Five).

7.3.5 Data Analysis

After collecting the data directly from both the teachers and learners, I read the papers and took some notes from them. The data is analysed according to Schmitt's taxonomy (1997): 1) vocabulary learning strategies used for the discovery of new words' meaning such as determination and social strategies, and 2) vocabulary learning strategies for consolidating a word once it has been encountered; such as social, memory cognitive and metacognitive strategies.

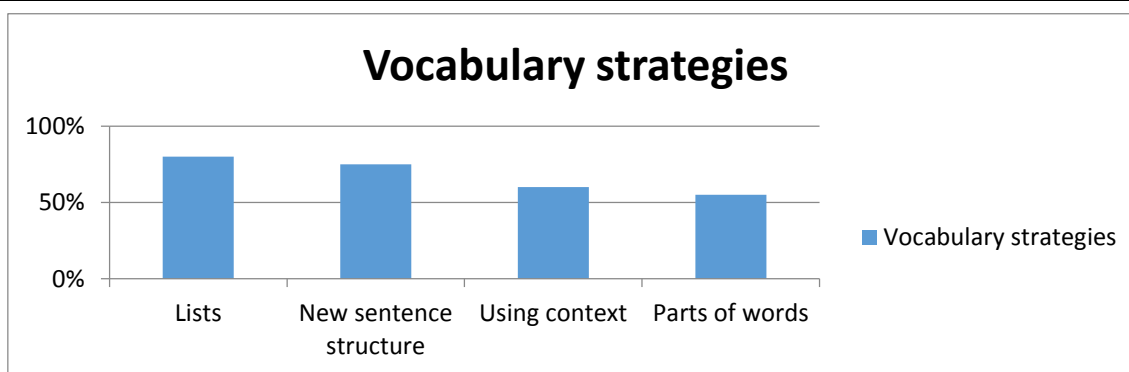
7.3.6 The Results:

These results from both the learners' and the teachers' diaries determine vocabulary learning strategies used within the Libyan classroom. From the learners' diaries, the results are divided according to Schmitt's taxonomy. The Libyan University learners reported using the following VLS:-

1) Vocabulary Learning Strategies Used for the Discovery of New Words' Meaning:

As illustrated in Graph 7.1, these VLS include:-

- 1- Lists of new vocabulary with their dictionary definition
 - Use monolingual list (English word + English dictionary meaning).
 - Use a bilingual list (English word + Arabic dictionary meaning).
- 2- Using the new words in new sentence structures.
- 3- Guess the meaning from the context.
- 4- Look at the parts of the words' roots, prefixes or suffixes.



Graph 7.1: The learners' VLS used to discover new words' meaning:

In addition, Table (7.1) explains the vocabulary learning strategies, their group, and the percentage of use. It reveals that all VLS reported by Libyan learners are from the Determination Strategies Group, as they are mainly used to discover the meaning of new words. According to the nature of collecting data by using diaries, most learners wrote lists of new words at 80% of the strategies use. They write new words with their meaning and use them in examples in order to remember them by 75%. They also try to guess the meaning of the new words in context by 60%. When they write in their notebook, they write the parts of speech, suffixes, prefixes and their other roots by 55%, (e.g., beauty (noun) + -ful (suffix) → beautiful (adjective)).

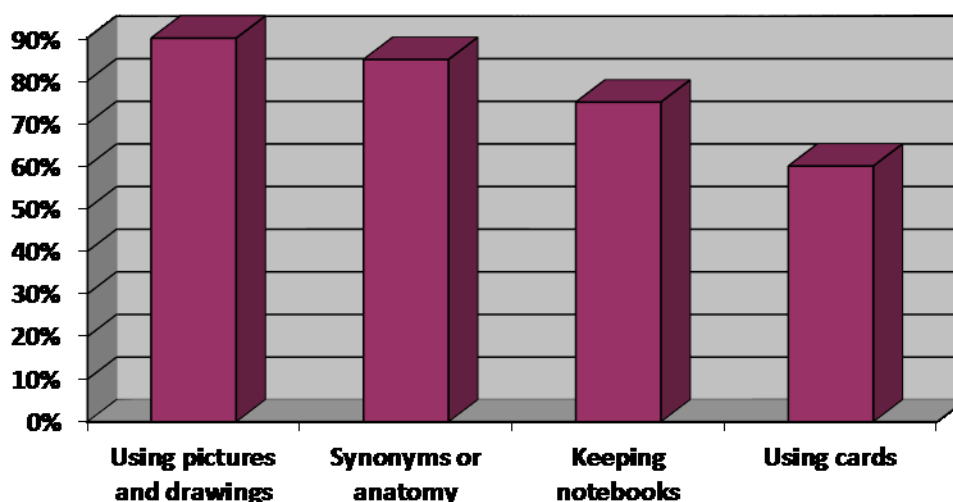
Table 7.1: The learners' VLS used to discover new words' meaning

No.	Group	VLS	%
1-	Cognitive strategies 3 Determination strategies 6 - 7	Lists of new words with their dictionary definition (both the use of monolingual lists - English words with English dictionary meaning, and the use of bilingual lists (English word with its Arabic dictionary meaning)	80%
2-	Determination strategies 12	Using the new words in new sentence structures	75%
3-	Determination strategies 5	Guess the meaning from the context	60%
4-	Determination strategies 2	Look at the parts of the words' roots, prefixes or suffixes	55%

2) VLS to Remember the Meaning of Already Learned Vocabulary:

Graph 7.2 illustrated the most-used strategies:

- 1- Using drawings and pictures to remember the meaning of vocabulary.
- 2- Writing down words with their synonyms or their antonyms.
- 3- Keeping a vocabulary notebook.
- 4- Keeping word cards to remember the meaning.



Graph 7.2: The learners' VLS to remember the meaning of already learned vocabulary.

Table (7.2) includes the strategy used most often with their groups, and the percentage use of words that are already learned. Memory strategies can be used to remember the meaning of words that are already learned, such as using drawings and pictures to remember the meaning (e.g., unhappy 90%, writing down the words with their synonyms or antonyms (e.g., expensive ≠ cheap – big = large) 85%-- nearly most-- students kept the diaries in order to write in them their newly learned words, examples, explanations, notes and comments by 75%, and the word cards can be used to remember the meaning by 60%.

Table 7.2: The learners' VLS to remember the meaning of already learned vocabulary

No	Group	VLS	%
1-	Mem strategies 1 and 2	Using drawings & pictures to remember the meaning of vocabulary	90%
2-	Mem strategies 5	Writing down words with their synonyms or their antonyms.	85%
3-	Cog strategies 9	Keep a vocabulary notebook.	75%
4-	cog strategies 4	Keep word cards to remember the meaning.	60%

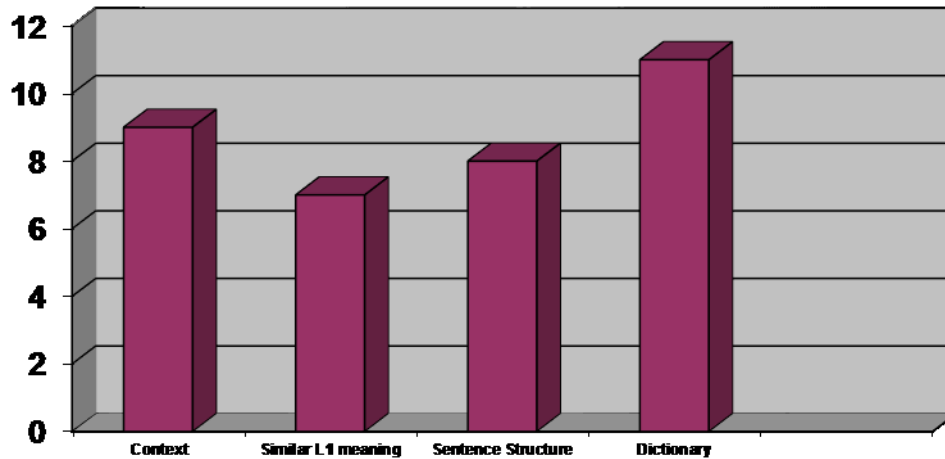
From the Teachers' Diaries, Table (7.3) presents a list of vocabulary learning strategies used by teachers in each lesson. The result of the data analysis has revealed those strategies that are used during 12 lessons.

Table 7.3: The VLS used by the teachers in each lesson:

Lesson no.	VLS used
1	<ul style="list-style-type: none"> The use of dictionary (English and Arabic meaning). New words in sentence structure correctly. The pronunciation of new words. Guess the meaning of new words from context. Look for similar words in the L₁.

2	<p>Look for similar words in the L₁. Guess the meaning of new words from context. The use of monolingual (English – English) dictionary. Writing the new words on the board to remember them.</p>
3	<p>The use of new words in a sentence structure. Look for similar words in the first language. Guess the meaning of new words from context. The use of gestures and drawing to explain the meaning of new words. Give the opposite of some new words.</p>
4	<p>The use of gestures to explain the meaning of new words. The use of dictionary (English and Arabic dictionaries). Drawing on the board. Repeat the new words several times. Look for similar words in the L₁.</p>
5	<p>The use of (English – English – Arabic) dictionary. Look for similar words in the L₁. The use of new words in sentences in order to remember them. Guess the meaning of new words from context. Let the learners explain to each other the meaning of different words.</p>
6	<p>The use of dictionary (English and Arabic meaning). The use of the board. Grouping words in a sort of pattern. The study of the pronunciation of new words.</p>
7	<p>Guess the meaning of new words from context. The use of dictionary (English and Arabic meaning).</p>
8	<p>Guess the meaning of new words from context. The use of dictionary (English and Arabic meaning). Building vocabulary: parts of speech. Language focus: sentence structure.</p>
9	<p>The use of dictionary (English and Arabic meaning). Look for similar words in the L₁. Connecting words to show different kinds of relationships: Guess the meaning of new words from context. Put new words in sentence structure.</p>
10	<p>The use of dictionary (English and Arabic meaning). Put new words in sentence structure. The use of the board. Scanning the texts for specific information.</p>
11	<p>Put new words in sentence structure. Look for similar words in the L₁. Make a list of vocabulary: the importance of a notebook. Make cards. A test every four weeks.</p>
12	<p>Guess the meaning of new words from context. Put new words in sentence structure. Look for similar words in the L₁.</p>

Graph (7.3) shows the most-used VLS. The first VLS used in learning vocabulary is the 'use of a dictionary'. The second VLS used is 'guessing the meaning of words from their context'. The third VLS is 'using words in example sentence'. The fourth VLS is 'the use of the first language to explain the words' meaning'.



Graph 7.3: The most-used VLS is the teachers' diaries.

7.3.7 Discussion:

In this study, learners' and teachers' diaries were utilized to investigate which VLS was used in learning English as a foreign language at university level. These diaries show the relationship that occurs between the teachers, the learners and the classroom (context). Nunan (1992: 118) explained that diaries are important tools for introspection in research. Bailey (1990: 215) also stated that "a diary study is a first person account of a language learning or teaching experience, documented through regular candid entries in a personal journal and then analysed for recurring patterns or salient events".

The results showed that most of the participants use different VLS throughout their lessons. They present the learners' and teachers' insights and comments into their own learning and teaching process. Oxford, Lavine, Felkins, Hollaway and Saleh (1996) argued that language learners benefit by keeping a diary because they become more aware of, and attentive to, their own learning processes and strategies.

The Learners' Diaries: The data was analysed according to Schmitt's (1997) taxonomy. The results revealed that the Determination Strategies Group was used to discover the meaning of new words learned. Whereas the Memory and Cognitive Groups were used to help them remember and remind them of the words meaning.

The following VLS were used in the classroom lessons for two different aims. They are:

1) VLS to Discover the Meaning of New Vocabulary:

Several types of VLS were used, and the most-used strategies are: using lists of words with their dictionary definition to discover the meaning of new vocabulary. The lists used could be either bilingual (English - Arabic) or monolingual (English - English). The use of dictionaries can improve the learners' comprehension and vocabulary size (development)

(Prichard, 2008) helping them to recognize and discover the different meanings of the new, unknown words.

The new words are used in new sentence structures as examples in order to help the learners to discover the right use of the new word. 75% of the learners could actively find and use sentence structures as appropriate cues and examples in texts in order to enhance their understanding of the meaning of the new words used (Azizifar, 2011).

Another VLS which has also been reported by 60% of learners, deals with the learning context. Many students reported using this strategy to discover the meaning of a new word. In his taxonomy, Schmitt (1997) listed the use of context to guess the meaning as VLS-5 'when I encounter a new word, I guess the meaning from textual context'. Gu and Johnson stated that the contextual guessing and use of dictionaries scored highly in vocabulary size.

Finally, 55% looked at the parts of the words' roots, prefixes or suffixes which helped them to understand the use of these new words in certain structures. In vocabulary learning, word parts can also increase vocabulary size.

2) VLS to Remember the Meaning of Already Learned Vocabulary:

Many VLS can be used to remember the words that are already learned. I noticed several strategies in the learners' diaries. They used several cognitive and memory strategies to remember the meaning of words. Most learners (90%) effectively draw images and pictures near the words to remember their meaning. Schmitt (1997: 212) stated that "learners can create their own mental images of a word's meaning".

There are many relationships that can connect words together. Here 85% of the learners' diaries contained lists of words with the meaning of the synonyms or antonyms. Different relationships are used to connect words together in certain groups. Nation (2001: 52) stated that "the most pervasive and important relationship is synonymy, but nouns, adjectives and verbs each use preferred semantic relations and have their own kind of organization". He also concluded that to understand these relations is useful for explaining the meaning of words and creating activities to enrich learners' understanding of words.

Due to the nature of data collection through the use of diaries, most strategies used were related to writing. For example, the last two strategies were related to diaries and writing notes. Both a vocabulary notebook and cards were used; the learners used the back of the diary to write special words on the cards. Language teachers sometimes asked their learners' to keep a vocabulary notebook. The learners also highlighted every single word they knew or had learned before. Those cards are very useful because they make the meaning very clear and visual. The cards can be used in the class to save time and illustrate the main meaning of the English words. The learners called them 'Learning Records'. Teachers suggested that their learners usually use their notebooks in order to review for

exams, or when they encounter a problem during their vocabulary learning. Of course, it is important to remember that “not everything that they write in their diary will be of direct relevance to learner strategies” (Macaro, 2001:45), and other things that we forgot to write about.

Language teachers used a number of varying strategies, as shown in Table (7.3) above. **From the teachers’ diaries**, the results show that VLS are part of the vocabulary lesson plan because they solve many of their learners’ problems. They facilitate and help the teachers in their explanation of the words’ meaning. They are also used to explain aspects of the teaching situation, including materials, activities and learner needs.

The data from this aspect of the study showed that the use of a dictionary to discover the meaning of new words is mentioned in almost every lesson; the teachers always advised their learners to use the dictionary to find the meaning of new vocabulary. Context and sentence structure are also very important for the learners to understand the meaning of unknown words. Schmitt (1997: 208) explained that words can be learned “by guessing from the structural knowledge of the language, guessed from an L1 cognate, guessed from context, found using reference materials, or asking someone else”.

In addition, the results showed that the third most common VLS used was including words in sentences as examples. As a language teacher, I used to write the new words in examples in order to help my students to understand the meaning of the word in different situations. I concentrated on using words in different sentence structures to facilitate the use of those words.

The fourth VLS was the use of the first language to explain words’ meaning. This is very common because according to diaries, the learners and teachers often wrote the words with their L1 equivalent or synonyms. As a foreign language teacher or learner, it is necessary to know the words’ L1 translation to translate and understand the meaning.

7.4 Conclusion:

In the context of vocabulary learning, diaries are valuable windows that can provide according to Macaro (2001: 45) “a broad picture of their development”. They are used to design or prepare appropriate materials and activities in order to help language learners improve their foreign language vocabulary and raise their awareness. The present investigation uses diaries as a research method to assess the use of VLS inside the Libyan classroom. They are described as “first-person accounts of a language learning or teaching experience” (Bailey, 1990: 215; Bailey & Ochsner, 1983: 189). They can tell us about the VLS that are used by the English language learners in the Libyan context.

I talked in Chapter One about the importance of understanding how English is used inside the Libyan English classroom. The results clearly indicated that the use of learning

diaries helped our learners understand how to be more independent and better learners. Carson and Longhini (2002: 402) wrote that “diary studies aim to help second language researchers and theorists understand language learning variables from the learner’s point of view”. Chamot et al. (1999) proposed that learners should be encouraged to write notes in their diary after each lesson on the foreign language. This strategy aims to help the learners to practice the foreign language and to write about their experiences in using their own learning strategies.

In their teaching diaries, these teachers analysed their learners’ problems and needs in class. McDonough (1994: 64) suggested that, “a diary alone will not cope with all possible questions, and other methods and data sources will need to be used”. In addition, Cohen and Scott (1996) explained that diaries contain the learners’ written notes on the determination and memory strategies, while it is very difficult to include social, cognitive, and metacognitive strategies. Therefore, it is important to gain further insights into this with the help of other direct instruments, such as direct observation and stimulated recall interviews which will be discussed in the next chapter.

Chapter 8

Stimulated Recall Methodology: Direct Observation and Stimulated Recall Interview

8.1. Introduction:

The main purpose of this chapter is to use Stimulated Recall Methodology (SRM) as a classroom research method or tool for investigating and assessing the use of VLS in learning English as a foreign language. The importance of this method is to gain qualitative insights and comments from the learners about their actual vocabulary learning. Long (1980) defined 'classroom methods' as a research method on second language learning and teaching, where all or part of the details derived from classroom observation, or from other measurements of the classroom performance by teachers and their students. It is important to notice that language learners use many different vocabulary learning strategies in order to improve their learning performance in the classroom.

SRM is one of the introspective methods used to assess classroom actions (Nunan, 1992; Gass & Mackey, 2000; Lyle, 2003; Henderson & Tallman, 2006; Gazdag, 2016). It was employed to collect data from the learners themselves and gain access to their own thinking. This helps language learners to discuss their comments, views and thoughts about their VLS used within the foreign language learning process. Polio, Gass, and Chapin (2006: 242) explain that:

The idea behind stimulated recall is that one can prompt participants to recall thoughts that they had while performing a recently completed task. A visual reminder of the event, such as a video or a piece of paper (e.g., for a writing task), is presented, and this visual reminder can jog one's recall of the mental processes of the original event.

Tseng, Schmitt and Dornyei (2006) noted that increased utilization of stimulated recall methodology (cf. Gass & Mackey (2000)) offers a promising future research direction, but so far, little research has been done in this vein. This chapter concentrates on the use of stimulated recall methodology as a classroom research method to assess the use of VLS in the Libyan classroom in the context of foreign language learning. This is a part of the full investigation of the Libyan context, as noted in previous chapters.

SRM is one of the most important Introspective Methods in the classroom. It was used in research since the 80s (Calderhead, 1981) (for more information about its history see Chapter 4). This methodology has been employed alongside other methods to triangulate data for investigation. Gass and Mackey (2000) point out that this method is frequently employed together with other methodologies as part of triangulation or further examination.

8.2 The Use and the Advantages of Using SRM as a Research Method:

In this chapter, special attention is given to assessing the value of SRM as an investigatory research method in this area. Henderson et al. (2010:9) reported that the “goal of stimulated recall, and the other introspection tools, is to record the participant’s reported thoughts”. The many advantages of this method have been discussed in Chapter Four. Its main advantage is that it includes all elements of learning: the language learners, the teachers, the task (vocabulary), and the context (the classroom). I can prove here that this method holds the usefulness of many other methods (e.g. questionnaire, direct classroom observation, diaries, and interview). Based on Gass and Mackey (2000), Table (8.1) presents the main advantages of SRM for assessing VLS in the Libyan context.

Table 8.1: Advantages of using stimulated recall methodology as a research method

No	Advantages of using stimulated recall methodology
1-	SRM can supply accurate accounts about the learners’ own views, insights and comments about their own vocabulary learning;
2-	SRM can provide different important VLS from the learners that best worked for them;
3-	SRM can reflect cognitive events; and
4-	SRM can reveal the information attended to during real task performance (the observation).

(Gass and Mackey, 2000: 111-112)

In addition, the use of SRM in research studies has a connection with other research methods, such as interviews, questionnaires, observation, and written diaries, because they helped me to gain a full understanding of FL learning context. The most important advantages of this research method are that it occurs in a natural and real context and includes interaction between the four elements of learning: the learners, the teacher, the context (classroom), and the task (e.g. vocabulary). They are included when applying this method as shown in Figure (8.1).

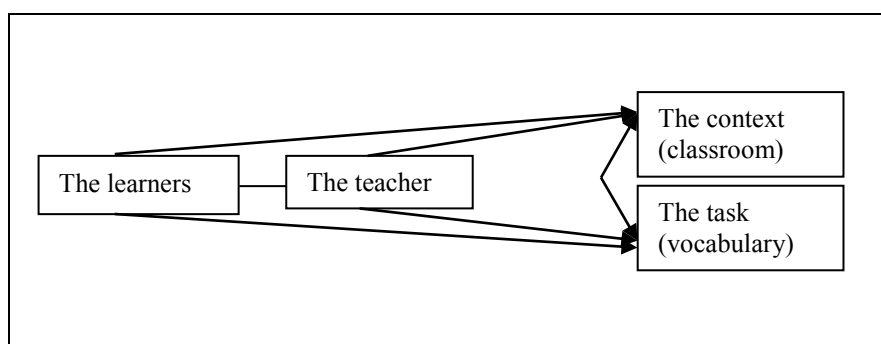


Figure 8.1: The interaction of the elements of learning in SRM

Furthermore, Nunan (1992) explained that SRM is very useful as a research method because it enables the learners, teachers and researchers to know what is going on in a language classroom. Gass and Mackey (2000) noted that stimulated recall is an important method which is used primarily as an attempt to explore learners' thought processes and strategies, by asking the learners to reflect on their insights after they have carried out a predetermined task or activity.

8.3 The Current Study:

The current study mainly intends to achieve two purposes: to assess the use of VLS in foreign language learning classrooms, and to use stimulated recall methodology as a classroom research method for collecting data to access the vocabulary learning strategies used by Libyan learners to learn English vocabulary.

8.3.1 Aims of the Study:

This study has the following aims:

- to explore the VLS used inside the classroom and investigate how the students and teachers learn and teach vocabulary.
- to assess the use of stimulated recall methodology as a research method for investigating and assessing the use of VLS in learning English as a foreign language.

8.3.2 Research Questions:

This chapter of the thesis mainly addresses the following questions:

RQ1 What are the vocabulary learning strategies that the learners reported using within the Libyan classroom?

RQ2- How can stimulated recall methodology be used to provide accurate and useful information about the VLS used in learning a foreign language?

8.3.3 Participants:

Three groups of Libyan undergraduate learners at the Department of English at the University of Tripoli participated in this study. They were aged between 19 and 21 years. These students were enrolled and the classes took place during their vocabulary and reading comprehension lessons in the second semester. Both the learners and the teachers were foreign language speakers. Their L₁ is Arabic and they are learning English as a foreign language. The first group was in the second year, while the second and third groups were in the third year.

8.3.4 Data Collection Methods:

SRM is usually used with other methods in order to triangulate the data for accuracy and validity. Table (8.2) summarized the methods used to assess the use of vocabulary learning strategies in learning the foreign language.

Table 8.2: A summary of data collection methods

No	Stimulated recall methods	Participants	Time duration	No of session
1	Classroom direct observation (vocabulary lessons)	3 groups (Group 1 = 27) (Group 2 = 23) (Group 3 = 26)	60 minutes (1 hour)	One vocabulary lesson for each group
2	Stimulated recall interviews (group discussion)	3 groups (Group 1 = 25) (Group 2 = 24) (Group 3 = 23)	30 minutes	One discussion for each group

The data of this study as illustrated above in Table (8.2) and below Figure (8.2) was collected using the following methods:

- 1) Direct observation of the learners' strategy-use in a real vocabulary lesson. It is a very objective and natural method, as it is used to collect actual behaviour rather than self-reported behaviour. The researcher can gain deeper understanding of, and more information about, the participants and their context. The researcher needs to concentrate on a number of strategies that the teacher and the students use most, and then identify the VLS as data for this study with regards to Schmitt's (1997) taxonomy. Three lessons were observed, and each lesson lasted for 1 hour. The researcher reported the strategies used in the observation by note-taking.
- 2) Stimulated recall interviews, (SRIs) (group discussion) were where the learners discuss strategies that they used within the observed vocabulary lesson.

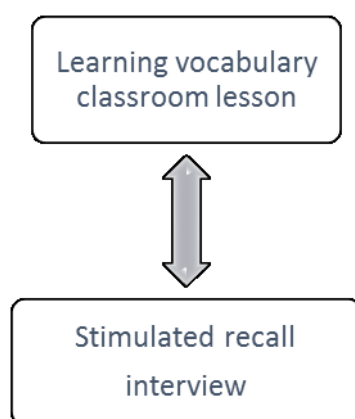


Figure 8.2: The stimulated recall methodology: methods (Evans, 2009)

8.3.5 Data Collection Procedure:

Data was collected in two stages: first, three lesson observations and then three stimulated recall interviews (for the structure of the data collection procedure, see Table 8.3).

Table 8.3: Data collection procedure in this chapter

1 The vocabulary lessons The direct observation (Observed + videotaped)
□
2 Stimulated recall interview As group discussion (videotaped or audiotaped)

Cohen Cohen, Lawrence & Morrison (2001: 305) highlighted the importance of direct observation, as it is used “to gather ‘live’ data from ‘live’ situations”. Therefore, this study started with direct observation, followed by stimulated recall interview, which then provided data with deep understanding, collected from the participants themselves. The researcher informed the students and the teachers about the aims of this current study and gave clear guidelines on what the research is all about. The interviews further helped to understand the students’ use of VLS. Most students used L2 and occasionally L1 in order to express themselves more fully. The researcher asked and included open-ended questions to allow the students to discuss their opinions and VLS that they prefer to use during their study. The notes taken from the class observation helped the learners to recall and discuss their comments and insights on the use of VLS in learning the foreign language.

8.3.6 Data Analysis:

The analysis of the results was organized around the RQ 1 and 2. The data was collected from the three groups according to their actual lessons’ timetable. The data was analysed qualitatively by taking into consideration the data validity and reliability. The vocabulary learning strategies were identified from the transcription and the notes of the researcher according to Schmitt’s taxonomy (1997) like other methods. This qualitative data was gathered from direct classroom observations of a vocabulary lesson, interviews and individual reflective written comments which were later analysed to identify the vocabulary learning strategies used in learning foreign language vocabulary in the Libyan classroom.

8.3.7 Data Validity

According to Nunan (1992: 232), validity refers to “the extent to which one has really observed what set out to observe”; i.e., what the researcher of the study or research investigated. The data validity of this research study is related to how accurate and appropriate the results are in investigating and assessing the use of vocabulary learning strategies used in the Libyan university classroom in order to learn English as a foreign language. The current study includes the following:

- 1) The data collected for this study (Chapter eight) is qualitative data, such as classroom direct observation and SRI data.
- 2) The data collected is designed and analysed around the research questions.
- 3) The participants include the elements of the learning process, i.e., learners, teachers, task (vocabulary) and context (in the classroom).
- 4) The data was collected from 3 different groups (multiple case study) for accuracy of the results.
- 5) The researcher familiarizes the participants with the aim, the procedures, and the purpose of the study.
- 6) The researcher’s data collection and analysis is objective, not subjective.
- 7) The SRI is a group discussion format that allowed the learners to report the VLS that they use for vocabulary learning.
- 8) The data is triangulated to investigate and examine:
 - i) How the learners and teachers use vocabulary learning strategies in their classroom observations;
 - ii) How learners are engaged in classroom group discussion (learners’ focus group interviews), and;
 - iii) Notes written by the learners during the SRI.

8.3.8 Data Reliability

The data reliability of this study refers to how accurate the results are. Nunan (1992: 231) stated that “reliability refers to the consistency of the results obtained from a piece of research”. This refers to whether the obtained accurate results will be similar to the other obtained by other research methods. The current study attained reliability standards through:

- 1) The clear description of the research context, the research participants, and data collection methods.
- 2) A clear analysis of the data gained by observing the Libyan classroom and coding the insights and comments of SRI.
- 3) The identification of the data: discovering the vocabulary learning strategies and their frequency of use.

- 4) Data analysed and compared with the results of other methods in the same context.
- 5) Formal standards: by comparing the results with other methods results.

8.3.9 Results:

The results of the SRM were collected using two research methods: the direct classroom observation method and the stimulated recall interviews. The observational data was collected first, then the SRI after each observation.

8.3.9.1 Observing Three Groups (Vocabulary Lessons):

From the observation of the three groups, it is very clear that several strategies were used inside the Libyan classroom, in order to learn and understand the meaning of new words. Each teacher emphasised certain strategies depending on his / her lesson or texts. The strategies were used by the teachers in order to help their students in their learning.

Three groups were observed as part of SRM study. All the lesson observations were of a sequence of vocabulary lesson. For example: In **Lesson 1**, the teacher used several different strategies in order to help his student learn new words. He used his own learning experiences and highlighted the strategies that could help his students to learn vocabulary. Table (8.4) includes all of the strategies used according to the time of the lesson. The students were divided into five groups in order to study, practice, answer, learn, and discuss the texts together.

Table 8.4: The VLS of the direct observation used in Lesson 1

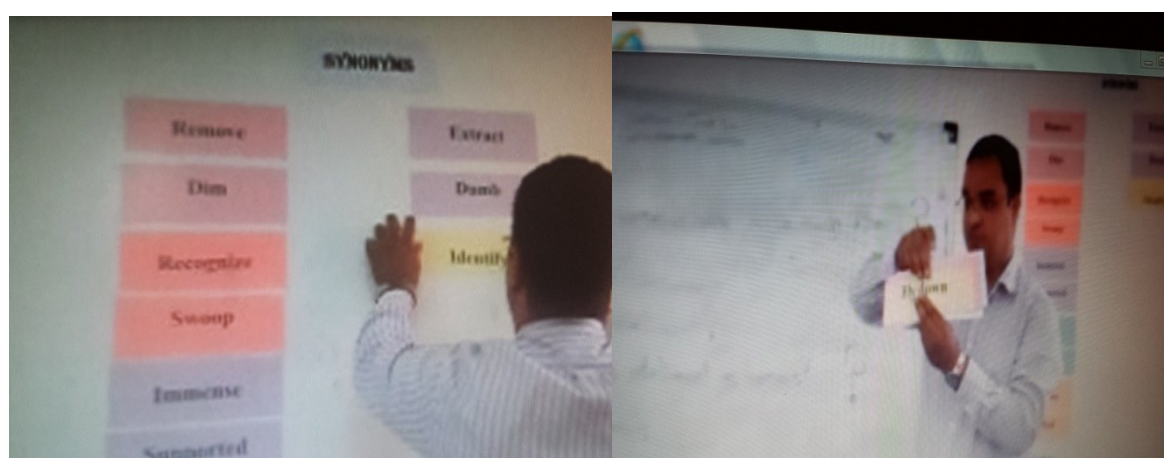
	Strategy group	Vocabulary learning strategies
Strategy1	Social strategy 11	Studying in groups
Strategy2	Memory strategy 12	Using the words in sentences and giving examples.
Strategy3	Determination strategy 4	Analyzing any available pictures.
Strategy4	Memory strategy 5 + Cognitive strategy 4	Connecting the words to their synonyms by using cards.
Strategy5	Determination strategy 5	Guessing the meaning from the textual context

From the observation, we can see that there are many vocabulary learning strategies used in this lesson. For example, , the students were divided into 5 groups in order to help each other while they were studying. The teacher used flashcards in order to obtain synonyms from a list of new words (e.g., remove → extract). This was the most important strategy used within the lecture, and the teacher spent a long time using it.

The teacher used this strategy at the beginning of explaining the text, then in answering the activities. Furthermore, he used about 20 minutes at the end to label the synonym chart on the wall with cards (as shown in photos 8.1). He also helped his students to guess the meaning of the new words during their reading. He used some pictures to show them the different types of animals. Some students gave examples of sentences using the new words.

Photos (8.1) shows how the teacher used word cards to recall the synonyms of words; how he wrote unknown words on other cards and label them on the wall. He tries to explain the meaning when the students match the cards.

Photos 8.1: Photos of the classroom observation - Lesson 1:



In Lesson 2, the teacher selected and used many VLS in order to explain the text. He concentrated on parts of speech and the grammar of new words, as the text was about “communication”. As shown in Table (8.5), several strategies have been identified in observing Lesson 2.

Table 8.5: The VLS of the direct observation of Lesson 2

	Strategy group	Vocabulary learning strategies
Strategy 1	Determination strategy 1	Analyse the part of speech.
Strategy 2	Determination strategy 2	Analyse affixes (such as prefixes and suffixes) and roots
Strategy 3	Memory strategy 12	Using the new words in sentences and giving examples.
Strategy 4	Memory strategy 5	Connect the word with its synonyms or antonyms.
Strategy 5	Memory strategy 1	Connect the meaning of the words through their pictures

The results revealed that analysing parts of speech was the most important strategy used in the lecture. For example, the teacher distinguished between nouns and verbs in explaining the text, and to answer some exercises related to using parts of speech to learn new words, such as in the following examples:

predict → prediction communicate → communication
 decide → decision explain → explanation
 discuss → discussion

Additionally, the use of synonyms is very important. It allows the students to learn a very wide range of vocabulary related to each other in their meaning, use and form, e.g.:

T: can you give me another word / a synonym for the word 'predict'?

S: Expect.

T: Expect. Perfect. Another word?

S: Anticipate.

Predict = expect
 = anticipate

Furthermore, the meaning of the words and be connected together with their synonyms or antonyms. For example:

huge = big ≠ small

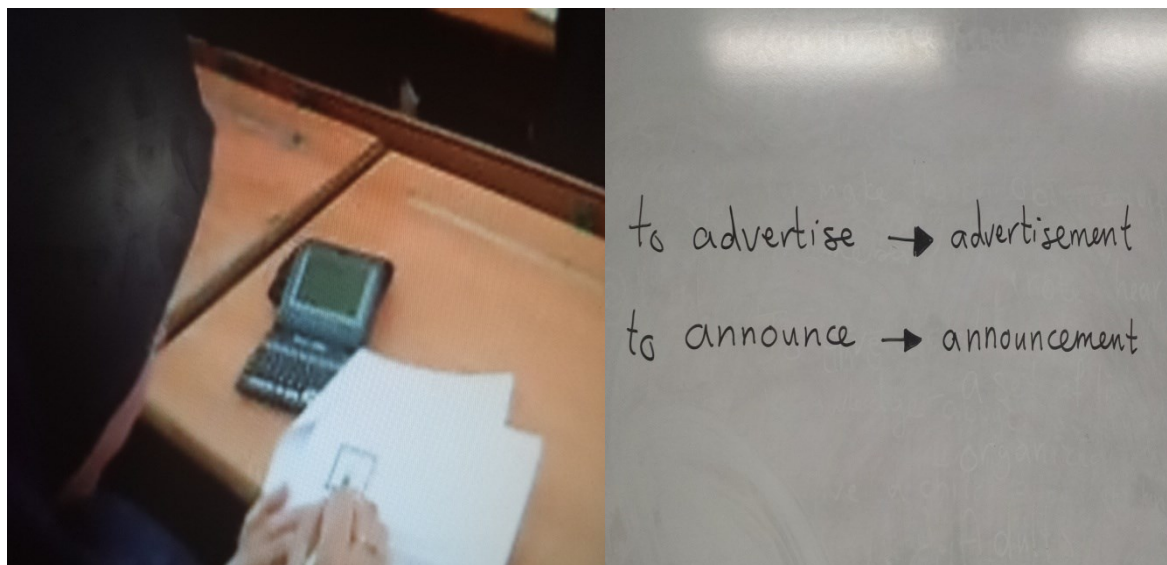
In Lesson 3, as shown in Table (8.6), the use of electronic dictionaries can be observed on most tables in the Libyan classroom. They are used to learn the meaning of lexical items.

Table 8.6: The VLS of the direct observation of Lesson 3

	Strategy group	Vocabulary Strategy
Strategy 1	Determination strategy 6 - 7	The use of dictionary: The use of monolingual dictionary. The use of bilingual dictionary. The use of electronic dictionary.
Strategy 2	Memory strategy 5	Connecting the words to their synonyms.
Strategy 3	Determination strategy 5	Guess the meaning through its textual context and by analyzing the parts of speech.
Strategy 4	Social strategy 22	The teacher asks questions to check students' understanding.

The most-used strategy within this lesson, = (as shown in photos 8.3) is the use of electronic dictionaries and analysing parts of speech of lexical items, e.g., to advertise (verb) → advertisement (noun) and to announce → announcement. This can help the students to guess the meaning of the words through their part of speech as clue. The teacher also asks the students some questions in order to check their understanding of the different meanings of some words.

Photos 8.2 Photos of the Classroom Observation Lesson 3:



8.3.9.2 Stimulated Recall Interviews - SRI (Group Discussion):

After the observation, the researcher wrote some interesting questions in order to ask the participants for more information to understand their insights of using VLS in their learning. The researcher showed the video to the students again and asked them to listen carefully and take notes so that they could discuss them later (see Appendix 14 for the researcher guidelines instructions for their students). After that, at the end, the students were asked to report in English or Arabic what VLS they were using in that classroom lesson, to discover the meaning of new words used in that classroom lesson. For example, the researcher asked several different questions to gain insights and comments from the students, such as: 'what strategies were you using or thinking about when learning the new words that your teachers were explaining at that time?' Or, 'what strategies do you use when learning vocabulary?'

In this study, three groups were interviewed:

1) Stimulated Recall Interview 1 (SRI1):

In this interview, SR was used in order to identify the participants' insights into foreign language learning. The students were in their second year in the English Department. Table (8.7) presents the VLS that have been identified in learning vocabulary in the Libyan classroom.

Table 8.7: The VLS used in learning English vocabulary according to the Libyan students (Stimulated Recall Interview 1)

	Strategy group	VLS
Strategy 1	Determination strategy 6 – 7	The use of both monolingual and bilingual dictionaries.
Strategy 2	Memory strategy 5	Connecting the words to their synonyms.
Strategy 3	Determination strategy 5	Guessing the meaning from textual context
Strategy 4	Cognitive strategy	Preparing the lesson before class
Strategy 5	Cognitive strategy 2 - 9	Writing down (difficult) words in the notebooks
Strategy 6	Social strategy 2 – 4 - 5	Asking the teacher or other classmates for meaning
Strategy 7	Memory strategy 12	Using the new words in sentences and giving examples
Strategy 8	Cognitive strategy 3	Lists of words with their English and Arabic meaning
Strategy 9	Determination strategy 1	Analyzing the parts of speech (grammar)
Strategy10	Determination strategy 2	Analyse affixes (such as prefixes and suffixes) and roots

The students agreed that the use of dictionaries is the most useful, helpful, and important strategy. They reported that they use the English-Arabic dictionary to understand the different meanings of the words. They also reported that synonyms are important because they make the meaning simple and easy to understand.

S: “I usually write down the new words in a list and then translate it with a dictionary or write another word with a similar meaning. The dictionary can give me the meaning that I need.”

The students enhanced the important role of the teacher in the process of learning. Therefore, the students were asked the teacher about any unclear meaning:

S: “As I am learning English, the teacher is very important in the classroom learning. I listen to my teacher carefully while they are explaining the words’ meaning.”

In addition, the students mentioned the importance of the textual context, especially in exams, as dictionaries are not allowed in the vocabulary exams. They noted that they can understand the meaning through the words around or next to them:

S: “I try to understand the meaning of the words from the text. Of course I try to understand the context because in exams, I cannot use a dictionary, so I need to guess the meaning from context.”

From my own teaching experience, and as the students commented, it is necessary for them to prepare the lesson at home before the lecture and underline any unknown word in order to ask the teacher about its meaning during the lesson. Some students write down lists of unknown words in their diaries in order to review them in the exams, as mentioned before:

S: “I prepare my lessons before class because I need to translate the new unknown words. This is very useful and helpful for me.”

The students reported that their teacher gave them more examples in order to explain the use of the word in a more complete sentence. From the observation of Lesson 1, the teacher divided the students into groups so that they could help each other while learning, asking each other about the meaning of any unknown words:

S: “I am shy to ask the teacher any questions. I like to study in groups because I find it very useful for me to ask my group to explain for me”

Both the parts of speech (grammar) and the parts of the word (prefixes and suffixes) are important in learning English words. The students explained that they may know one word, which is the verb, and then they can connect it with its noun or adjective:

S: “The grammar of the word is very important [for a] better understanding and correct translation”.

2) Stimulated Recall Interview 2 (SRI 2):

The students were in the third year in the English Department. Table (8.8) presents all VLS that are reported by the students in this discussion. They commented that learning vocabulary becomes easier when they use strategies that help them to learn or facilitate the learning of the lexical words.

Table 8.8: The VLS used in learning English vocabulary according to the Libyan students (stimulated recall interview 2)

	Strategy group	VLS
Strategy 1	Determination strategy 6 – 7	The use of all dictionary types – L1 equivalent
Strategy 2	Social strategy 4	Asking other classmates for meaning
Strategy 3	Memory strategy 12	Using the new words in sentences and giving examples.
Strategy 4	Determination strategy 5	Guessing the meaning from textual context
Strategy 5	Determination strategy 1	Analyzing the parts of speech (grammar)
Strategy 6	Memory strategy 5	Connecting the words to their synonyms.
Strategy 7	Determination strategy 2	Analyse affixes (such as prefixes and suffixes) and roots
Strategy 8	Memory strategy 1	Connect the meaning of words with posters and pictures.

All students agreed that the use of a dictionary is very important. They said that they need to check the dictionary to be more specific and make sure that their meaning is correct. They used different types of dictionaries according to how difficult the unknown word was:

S: “The dictionary can give me the L1 equivalent and other different meanings of the word”.

S: “If I want to replace the words, definitely I need a dictionary”.

S: “I need a dictionary to know different meanings of the word”

If they did not have a dictionary, they asked their classmates for the meaning:

S: “If the word is new and I don’t have a dictionary. I ask the student next to me”.

S: “We sometimes study together in small groups”.

S: “My friends are the first people that I like using the new words with them”.

S: “When I learn a new word I feel happy with it, I want to try it with my friends in a conversation”.

Throughout the lessons, the students said that their teachers always asked them to put the new words in a sentence of their own in order to discover and remember their meaning:

S: “When I learn a new word, I like to start using it in many other sentences”

In addition, the students stated that ‘analysing the grammatical structure or the parts of speech’ was the most important strategy. As the lesson was about ‘communication’, the teacher also explained the meaning and use of ‘community, communicate, and communication’. They mentioned this strategy many times during the interview. This strategy is connected with the prefixes and suffixes of the words; for example, recognising that ‘-ion’ means the word is a noun, ‘-te’ means the word is a verb, and ‘-tive’ means the word is an adjective:

S: “It helps me a lot if I know the verb or noun of the same word”.

S: “This strategy is useful and important especially in learning long words”.

The students also highlighted the role of textual context to guess the meaning of some lexical words and predict their meaning, by exploring the words next to them or their synonyms:

S: “In fact, the textual context is important. The meaning is easier [to discern when you] understand the words next to each other”.

Finally, the students argued that they learnt new words from pictures and posters:

S: “... to remember the word I draw a picture, especially in my notebook”

3) Stimulated Recall Interview 3 (SRI 3):

The students were also in the third year in the English Department. The students were asked some questions about the VLS that they used during their vocabulary lesson and after, they watched parts of the video of that lesson they attended. Table (8.9) reveals the VLS that they reported and how they used them.

Table 8.9: The VLS used in learning English vocabulary According to the Libyan students (stimulated recall interview 3)

Strategy	Strategy group	Vocabulary learning strategies
Strategy 1	Determination strategy 6 – 7	The use of all dictionary types.
Strategy 2	Memory strategy 1	Connect the meaning of words through posters and pictures.
Strategy 3	Memory strategy 12	Using the new words in sentences and giving examples.
Strategy 4	Determination strategy 1	Analysing the parts of speech (grammar).
Strategy 5	Determination strategy 5	Guessing the meaning from textual context.
Strategy 6	Cognitive strategy	Writing down (difficult) words in the notebooks.
Strategy 7	Social strategy	Asking the teacher and other classmates for meaning.
Strategy 8	Memory strategy 5 Determination strategy 3 Memory strategy 25	Connecting the words to their synonyms in English or Arabic and idioms.
Strategy 9	Social strategy 33	Interact with native speakers.
Strategy 10	Determination strategy 2	Analyse affixes (such as prefixes and suffixes) and roots.

The students stated that the use of dictionaries such as electronic dictionaries is the most important VLS used within their classroom. They argued that they also like them because the dictionary can help them to build and increase their vocabulary, understand different meanings of the same word, and translate them into their L₁:

S: “Everyone has and uses a dictionary”.

S: “The dictionary can give you the meaning of the word and its use within the sentence structure. For example the meaning of the words with '-ing', the preposition of and 'to' in special structures”.

Drawing the picture helps the students to understand the meaning better and more clearly. The students mentioned that they prefer using pictures when necessary:

S: “It is useful for me to use pictures to remember the meaning”.

They also like their teachers to give them examples when he or she explains the meaning of the new words. They mentioned that the teacher could also ask other students to

give examples. The native speakers can help the students correct their pronunciation and use of English vocabulary:

S: “This is my strategy for learning new vocabulary. In this way, I can use the words in different situations with different meanings. The teacher can also use examples to introduce different sentence structures”.

S: “Well, ... in order to practice the language with native speakers”.

The use of similar words (synonyms), idioms, context, parts of the word and grammar are the most important elements related to vocabulary learning and understanding:

S: “I always look for another word to help me understand the meaning ...”

S: “I like understanding the context to simplify the words’ meaning”.

S: “I like writing words in my notebook. I write lists of words with their L₁ equivalent, synonyms, antonyms, pictures and wounds”.

S: We learn in groups to help each other”.

S: “... the use of suffixes is necessary such as –ed, I know the word is in the past”.

8.3.10 Discussion:

The purpose of this part of the study was to identify the vocabulary learning strategies used within the Libyan classroom during a vocabulary lesson. With respect to the research question, the results of this study indicate that SRM is a valuable method of research because it accesses the thoughts of both teachers and learners.

According to Gass and Mackey (2005), SRM has its origins in philosophy and psychology, allowing the researcher to get more insight about and comments on the participants’ thinking as it relates to their learning and what they are thinking at a certain point in time, which could be difficult to identify through direct observation alone. Furthermore, they explained that SR can be viewed as a subset of introspective research methods which accesses the participants’ reflections on mental processes.

In the use of those two research methods (the direct observation and stimulated recall interviews), the interaction is between all elements of learning, including: the learners, the teachers, the task (vocabulary), and the context (Libyan classroom). They are very useful for gathering data related to language strategies, activities, events, and instructions that used in FL classrooms.

Stimulated Recall Methodology has allowed the researcher to collect the data from the learners themselves about their vocabulary learning. Their interpretation of events and their comments were collected using multi-methods such as direct classroom observation and interviews. Indirect observation, the teachers planned their lessons and prepared a number of activities to engage their students to develop their understanding of FL

vocabulary, and used as many strategies as they could in order to make their learning easier. Different types of strategies were used and observed in order to learn and teach vocabulary. According to Schmitt's taxonomy (1997), many activities were used such, as the synonym chart; the most important and the longest strategy the teachers used in their teaching. The teachers tend to explain the meaning of words through their textual meaning. Additionally, analysing the words' part of speech is very helpful, and they explained the use of many suffixes such as -tion, and -tive; this helps learners to concentrate on this strategy to distinguish between the use and meaning of the new words. For example, the teacher in Lesson 2 gave a list of words to show that verbs and nouns collocate, e.g., predict → prediction.

A wide range of strategies have been identified and used to answer the activities in the three vocabulary lessons. Table (8.10) summarizes the most-used VLS where 80% of the strategies used were determination strategies. The most-used strategy in the three lessons was Memory Strategy 5, from Schmitt's taxonomy – ('connecting the words to their synonyms or antonyms'). In Lesson 1, the teacher spent 20 minutes answering synonyms activities. The teacher used word cards to recall the words' meaning to help the learners connect the words with their synonyms as shown in Photos 8.1 of the classroom observation - Lesson 1.

The second most-used strategy was Determination Strategy 2 in Schmitt's taxonomy (analyse affixes (such as prefixes and suffixes) and roots. Knowing parts of the word is very useful because "word parts can provide a useful basis for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word" (Nation, 2001:220).

The third most used strategy was Determination Strategy 1 in Schmitt's taxonomy (analyse the part of speech). Grammar has been used to help the teachers and learners to identify the use of words in the sentences structure. This strategy is closely related to the above strategy, as the suffixes can play an important role in the use of different parts speech (e.g., *argue, argues, argued, arguing, argument*). It can also be related to Determination Strategy 6 and 7 in Schmitt's taxonomy ('the use of a dictionary: monolingual, bilingual and electronic dictionary'), because learners are taught to search for words as "nouns and adjectives, taking careful note of gender and plurals as appropriate to the language being learnt" (Macaro, 2001: 203).

The fourth most-used strategy was Memory Strategy 12 in Schmitt's taxonomy (using the words in sentences and giving examples). This strategy can raise the awareness of the learners to different examples of using the words inside sentences. It is very effective because it is used to help the learners to build sentences and examples in a foreign

language as a way of learning new words in different structures. Furthermore, it helps the learners to use different examples to remember words that they cannot memorize.

The fifth most used strategy was Determination Strategy 6 and 7 in Schmitt's taxonomy ('the use of dictionary: monolingual, bilingual and electronic dictionary'). Sökmen (1997) presented some examples for dictionary work, including: highlighting the word where found and glossing its meaning in the margin; copying the word a number of times while saying it or while visualizing its meaning; copying the word and then looking up the definition, copying the word, looking up the definition, and then paraphrasing it, creating a set of index cards of words or morphemes and their definitions or words with pictures, and matching words with definitions in conventional exercises or on computer vocabulary programs.

The sixth most used strategy was determination strategy 5 in Schmitt's taxonomy (Guessing the meaning from the textual context). The learners always try to understand the words next to the unknown words and find any types of clues in order to guess the meaning. Nation (2001: 232) stated that "learning via guessing from context is the most important of all sources of vocabulary learning".

Finally, the seventh strategy used was VLS 7 – (analyzing any available pictures), which is Determination Strategy 4 in Schmitt's taxonomy. Nation (2001: 304) affirmed that "the meaning of a word will be best expressed by a diagram or picture".

Table 8.10: The most VLS used in the Direct Observation Lesson 1, 2 and 3

	Strategy group	VLS
VLS 1	Memory strategy 5	Connecting the words to their synonyms or antonyms.
VLS 2	Determination strategy 2	Analyse affixes (such as prefixes and suffixes) and roots
VLS 3	Determination strategy 1	Analyse the part of speech.
VLS 4	Memory strategy 12	Using the words in sentences and giving examples.
VLS 5	Determination strategy 6 - 7	The use of dictionary: monolingual, bilingual and electronic dictionary.
VLS 6	Determination strategy 5	Guessing the meaning from the textual context
VLS 7	Determination strategy 4	Analyzing any available pictures.

The second part of this study is the stimulated recall interviews (SRIs), used to gain qualitative insights and comments from the participants themselves. For example, Stough (2001) used SRM with interviews, videotaping, observation and field notes to provide a comprehensive range of data.

The most important reason for the use of this method is that it enables us to understand how and why students/teachers choose to use this particular strategy in their

observational vocabulary learning lessons. The main points that arose from these interviews are summarizing and discussing what strategies the students prefer using in order to learn vocabulary.

First, the students listened to the instructions by the interviewer and then, they were given some questions that they had to discuss with each other. Then, they were required to comment about what they were thinking at that learning time in order to discover the meaning of new words. In the three interviews, the students recall the following VLS: the use of different types of dictionaries, connecting words to their synonyms, understanding words from their textual context and grammatical rules, writing down the most difficult words in lists in their notebook with both their Arabic and English meaning, and putting the new words in new sentence and example to reveal how to use them. The final significant theme discussed in this section is the insights and comments directly gained by asking students' opinions of their VLS.

The results showed a number of strategies that were discussed and reported by Libyan undergraduate students in the three SRIs. Table (8.11) shows the most VLS used within SRI 1, 2 and 3. 60% of strategies used are determination strategies and 40% of them are memory strategies. The first most strategy reported was Determination Strategy 6 and 7 (the use of dictionary). Takač (2008: 62) confirms that "learners often use a dictionary to discover a word's meaning or check their assumptions". Dictionaries, as reported by the Libyan learners, help them with understanding different synonyms, definitions, uses, examples, and situations for learning new words.

The second most reported strategy was Memory Strategy 12 (using the words in sentences and giving examples). Part of the teachers' lesson plan is to prepare different examples of different sentence structures using the new words. This strategy facilitates the use of words in sentences in order to remember them.

The third most reported strategies were Determination Strategies 1 and 2 ('analyse the part of speech (grammar), affixes (such as prefixes and suffixes) and roots'). Nation (2001: 281) proved that "using word parts to help remember new words is a major vocabulary learning strategy. It deserves time and repeated attention because it can involve such a large proportion of English vocabulary". The Libyan learners in SRI 3 reported that the affixes of words, such as prefixes and suffixes, are important and necessary because they can develop and expand the vocabulary knowledge of the learners.

The fourth most-used strategy was Memory Strategy 5 (connecting the words to their synonyms or antonyms). This strategy is very important especially to answer some activities or to give the meaning of some words. The Libyan teachers concentrated on it in their teaching in the observation part of this study. Schmitt (1997) also listed it as one of the memory strategies that are used to remember the meaning of words. He pointed out that

new words can be linked to other words which the learner already knows. He reported that this involves some types of sense relationship, such as synonymy (e.g. opportunity = chance) or antonym (e.g., happy ≠ sad).

The fifth most used strategy was Determination Strategy 5 ('guessing the meaning from the textual context'). Oxford and Scarcella (1994: 237) always indicated that in language learning "the most useful strategy is guessing from various given contexts". Schmitt (1997: 209) explained that guessing the meaning of the new words' meaning from context has been widely promoted. In addition, he highlighted the importance of "contextual clues" which can be from different sources. For example, pictures, gestures, intonations, part of speech and affixes can give clues for meaning. He suggested that "learners must have adequate background knowledge of the subject and the strategic knowledge of how to effectively go through the inferencing process".

Table 8.11: The most vocabulary learning strategies used in the SRIs 1, 2 and 3

	Strategy group	Vocabulary learning strategies
VLS 1	Determination strategy 6 - 7	The use of dictionary
VLS 2	Memory strategy 12	Using the words in sentences and giving examples.
VLS 3	Determination strategy 1 - 2	Analyse the part of speech (grammar), affixes (such as prefixes and suffixes) and roots
VLS4	Memory strategy 5	Connecting the words to their synonyms or antonyms
VLS 5	Determination strategy 5	Guessing the meaning from the textual context

The Libyan students in this current study reported that the context of words' meaning helps in understanding the meaning from the words surrounding words in the text. Furthermore, Table (8.12) shows the students individually commented about using the use of vocabulary learning strategies. They reported that they used several strategies in order to learn new lexical words; their comments about the most used strategies are included in the extracts from the interviews above. During their discussion, they concentrate on the use of dictionaries and context to facilitate their learning. They both help the students to learn because learning English is limited to the classroom learning only. Here are some of their comments:

Table 8.12: The students' comments about the most used strategies from the SRIs:

	Vocabulary learning strategies reported	Students' comments
1-	The use of dictionaries (Both monolingual and bilingual dictionaries)	S: "I can confirm that I understood the right meaning of the words. There are many different meanings for the word according to their use within the text, so the dictionary helps me to get the right meaning".

2-	Using the new words in sentences and giving examples	S: "I like the teacher to give me more useful examples, as she is explaining the meaning of the new words".
3-	Analyzing the parts of speech (grammar), affixes and roots.	S: "By using this strategy, I can know how to use those words correctly".
4-	Connecting the words to their synonyms	S: "This strategy organizes the knowledge of the words that I have. It also makes my understanding of new vocabulary easy and simple by connecting the new words with the similar words I already know".
5-	Guessing the meaning from textual context	S: "This is what I need to practice more. Because in our exams I need to understand the unknown words from the text. In addition, during the lessons, our teachers usually give us some activities and exercises using new words from the text".
6-	Studying and practicing the meaning in groups	S: "I feel happy when I study with my classmates. They usually help me to understand better and I feel free to ask any question related to the words and their meaning and use".

8.4 Conclusion:

In the current study, SRM is a research method mainly used to assess the use of VLS in the foreign language learning classroom. Henderson and Tallman (2006) concluded that SR during teaching-learning sessions can provide a unique way of understanding how they chose to use those strategies during their teaching and learning. In addition, Gass and Mackey (2005: 203) reported that SR "can be used to provide the researcher with access to the learners' interpretations of the events that were observed, and can be a valuable source of information for researchers interested in viewing a finely detailed picture of the classroom".

This chapter provided a real-life classroom vocabulary lesson followed by a group discussion about the strategies used within those lessons. The structure of SRM is divided into two parts: lesson observations then SRIs. The first part as Nunan and Bailey (2009: 257) explained that classroom observation is "directly documenting life inside the classroom" without interrupting them while the lesson is in progress. Then it is followed by SRIs, where the students are asked to comment about what vocabulary learning strategies that they use in learning the FL.

The data was collected in the classroom by "using stimulated recall; the researcher records a lesson and then gets the teacher and, when feasible, the students to comment on what was happening at the time that the teaching and learning took place" (Nunan & Bailey, 2009:289).

According to the aims and the results of the present study, the following conclusions can be stated:

- 1- This method is used to gain more explanation and requirements from the learners themselves about their learning. This helps them to focus on their own way of learning and what facilitates the whole learning process according to their context.
- 2- The overall process is planned and organised by the teachers. Selecting and using the strategies inside the classroom is left for the teachers to use in their explanation according to their teaching needs.
- 3- Lesson planning in advance is very important, because it is necessary for both the students and teachers to select the strategies that facilitate their teaching or learning.
- 4- Other different types of recall methods can be used to recall the students' vocabulary learning, such as observation lessons and written diaries by both the students and teachers to reflect their strategy use during different types of tasks.
- 5- Nunan and Bailey (2009: 290) concluded that different teachers can use different approaches. In addition, they "could take identical materials and use them in class in very different ways".

Finally, as Cohen, Lawence & Morrison (2001: 112) noted, "the more the methods contrast with each other, the greater the researcher's confidence". Therefore, a comparison of the results of all methods used in this thesis will be presented in the next chapter, in order to show the vocabulary learning strategies used by Libyan undergraduate students learning English as an FL.

Chapter 9
A Summary of all Research Methods and their Use
to Collect the Data for this Study:
Comparing and Discussion the Results

9.1 Introduction:

Multiple data collection methods (both quantitative and qualitative) are used in this study because they allow the researcher to obtain data about all elements of learning (the learners, the teachers, the context as the classroom, and the task as the vocabulary learning) in order to provide a complete investigative study of VLS in terms of learners' aims, research questions, locations, uses, and thinking in learning the FL.

VLS have become a significant part of vocabulary research. Klapper (2008: 159) reported that "all language learners need to develop and manage the use of appropriate techniques to help them access and learn new words". As Tseng, Dörnyei, and Schmitt (2006) reported, in general, strategic learning in the past has normally been assessed by questionnaires, and many strategies cannot be observed during the classroom observation. Therefore, SRM is needed in order to obtain accurate accounts of the learners' own views about their own learning. Additionally, from the main aims of this study (see Chapter One), it is very important to compare and contrast the outcomes/results of the analysis of VLS using a variety of assessment methods such as questionnaires, interviews, and diaries with the outcomes/results of the analysis using SRM.

Table (9.1) presents the results of each research method, and how it was used to collect data for this current thesis. As Seliger and Shohamy (1989: 160) reported, by "using a variety of procedures and by obtaining data from a variety of sources, the researcher often obtains rich and comprehensive data. Such data can provide an expanded and global picture of the phenomenon, as each source provides additional data". The current thesis mainly concentrates on the use of different research methods, in order to assess and identify the use of vocabulary learning strategies in the Libyan context/classroom. The aim of this research study is to collect data from all elements of learning: the learners, the teachers, the context and the task. Thus, VLS have been investigated using a wide variety of methods, such as the vocabulary Levels Test; learners' questionnaires; teachers' questionnaires; teachers' interviews; teachers' and learners' diaries; and stimulated recall methodology (direct observations, and stimulated recall interviews).

Table 9.1: A summary of all research methods and their use to collect the data for this study.

No	Research Methods	Participants	Advantages (main use)	The results
1-	Vocabulary levels test	200 Students 100= 2 nd year 100=3 rd year	To collect data on Libyan undergraduate students' level of vocabulary knowledge of FL	77.3% for second year students 65.4% for third year students.
2-	Vocabulary Learning Strategies Questionnaire (VLS-Q) (Schmitt, 1997)	Students (200) 100 2 nd year 100 3 rd year	To assess the use of Libyan undergraduates' use of VLS in learning English as a FL	<u>Second year students:</u> S1= I repeat words mentally in order to remember it. S2= If I do not understand a word, I look it up in a monolingual Dictionary. S3= I pick up words from English lang. media. S4= I say word out loud repeatedly to remember it. S5= I remember a word if I see it written down. <u>Third year students:</u> S1= I pick up words from English language media. S2= I remember a word if I encounter it many times. S3= I remember a word if I see it written down. S4= I repeat the word mentally to remember it. S5= write down words repeatedly to remember them.
3-	Tseng, Dörnyei and Schmitt's self-regulating capacity in vocabulary learning scale (the SRCvoc Scale)	75 Students	To collect data about how learners manage and control their own vocabulary learning.	1- Environmental controls with a mean of 5.11 2- Metacognitive controls with a mean of 4.88 3- Commitment controls with a mean of 4.86 4- Satiation controls with a mean of 4.35 5- Emotion controls with a mean of 4.11
4-	The teachers' questionnaire	20 Teachers	To explore the teachers' practical classroom experience of their VLS and their processes during teaching a FL.	S1= I use a monolingual dictionary. S2= My learners ask for L1 translation. S3= I prepare lessons in the textbook before class. S4= I guess the meaning of a new word from context. S5= I write my explanation in my diary every lecture.
5-	The teachers' interview	20 Teachers	To collect qualitative data of the teachers' insights and comments about vocabulary teaching	S1= Using the monolingual / bilingual dictionaries S2 = Connecting the words with pictures, images, drawings or other visual aids. S3= Guessing the meaning of words from context S4 = Using the L1 translation. S5 = Using the new words in new sentences – Connecting the new words to their synonyms.
6-	The diaries	5 students + 5 teachers = 16 lessons	To provide a clearer picture of how to learn and teach English as a FL in the Libyan classroom	<u>Students' diaries:</u> S1= Using drawings and pictures to remember the meaning of vocabulary. S2= Writing down words with their synonyms/anatomy S3= Lists of new words with their dictionary definition S4= Using words in new sentence structures. S5 = Guessing the meaning from the context. <u>Teachers' diaries:</u> S1 = The use of a dictionary. S2 = The use of words in sentence structure. S3= Guessing the words' meaning from their context S4= The use of the board as a visual aid to explain the words' meaning.
7-	Stimulated recall methodology-stage 1 – the observation study (Part of SRM)	3 groups (classes)	To assess the use of VLS in FLL classrooms, and part of SRM as a research method for collecting data to access the learners' vocabulary learning	S1 = Analyse the part of speech. S2 = Analyse affixes (prefixes and suffixes) and roots. S3 = Connecting the words to their synonyms or antonyms. S4 = Using the words in sentences and giving examples. S5 = The use of dictionary: monolingual, bilingual and electronic dictionary.

8-	Stimulated recall methodology – stage 2 – stimulated recall interview (Part of SRM)	3 groups (classes)	To collect comments/insights about VLS and part of SRM as a research method for collecting data to access the learners' vocabulary learning	S1 = The use of dictionaries. S2 = Using the new words in sentences and giving examples. S3 = Analyzing the parts of speech (grammar), affixes and roots. S4 = Connecting the words to their synonyms. S5 = Guessing the meaning from textual context.
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(S 1* = Strategy 1)

The results showed different vocabulary learning strategies according to their nature of use, practice and the structure of how data was collected in order to answer the research questions, and achieve the aims. There is no best or good method; each method has its own advantages and disadvantage, as discussed in Chapter Four.

9.2 Method 1: Learners' Questionnaires Study:

Most research studies in the case of LLS and VLS use questionnaires extensively to assess learners' learning. The famous and well-known questionnaire is the use of Oxford's questionnaire – the Strategy Inventory for Language Learning (SILL). This questionnaire has been used to investigate different types of strategies in different contexts around the world, and it has been translated into more than 20 languages (Oxford, 2003). However, this study aims to identify the VLS used in the Libyan context based on Schmitt's taxonomy.

In Chapter Five, two types of questionnaires were used in order to assess Libyan undergraduate use of VLS in learning English as a FL. Both questionnaires allowed the researcher to gather information from the learners themselves. However, in the first questionnaire, they were asked to respond about their strategy-use in learning vocabulary in general. Takač (2008) reported that the "data gathered by means of questionnaires reveal[s] what learners think or believe they do and not what they really do". Thus, the strategies identified were used by the learners in their learning. As mentioned in Chapter One, the elements of learning all had to be included in the data collection. The teachers and the context (classroom) were omitted; therefore, other methods are needed to complete the picture.

Table (9.2) below reveals the VLS used by undergraduate Libyan learners of English: 2nd year students and 3rd year students. According to the results obtained from the questionnaire in Chapter Five, Libyan learners are most frequently using the Metacognitive group. The group least-used by second year students was the Memory Strategies group, whereas it was the Social Strategies group for third year. The most frequently used strategy by second year students was Mental Repetition (Cognitive Strategies). In addition, vocabulary learning through picking up words from English language media such as TV, music, movies, and the Internet (metacognitive strategy) was the strategy most used by third year students.

Table 9.2: A complete list of the five most used VLS:

	VLS 1	VLS 2	VLS 3	VLS 4	VLS 5
Learners' questionnaire	I repeat the word mentally in order to remember it	If I do not understand a word, I look it up in a monolingual Dictionary	I pick up words from English language media.	I say a word out loud repeatedly in order to remember it	I remember a word if I see it written down
	I pick up words from English language media.	I remember a word if I encounter it many times	I remember a word if I see it written down	I repeat the word mentally in order to remember it	I write down words repeatedly to remember them

Chapter Five also included the results of a vocabulary level test (VLT) taken by the Libyan learners. For a more detailed analysis of the test results, it is necessary to compare the tests results with the questionnaire's results to indicate the effectiveness of VLS. According to the test results, the learners answered the test and got different scores. Table (9.3) reveals the 5 scores' category with their grades, marks and percentages: excellent (85-100%), very good (84-75%), good (74-65%), pass (64-50%) and fail ($\geq 49\%$).

Table 9.3: The category of grades, marks and percentages about the VLT:

No	Score category	Percentages	Total number of students	No of 2 nd year students	No of 3 rd year students
1-	Excellent	%100-85	100	47	21
2-	Very good	%84-75	100	14	15
3-	Good	%74-65	100	13	9
4-	Pass	%64-50	100	14	26
5-	Fail	% ≥ 49	100	12	29

Table (9.4) presents a list of VLS reported and used by 2nd and 3rd year undergraduate learners that were at the 'excellent' level. The results revealed were nearly similar to the general results. As can be seen in the below table, use of a dictionary, written and mental repetition, the use of media, the use of new words in new structures, saying the new words out loud, associating words with their synonyms, images and pictures, and writing down the new words immediately were the most important VLS as indicated by the Libyan 'excellent' learners.

Table 9.4: VLS reported by 'excellent' learners.

The Second Year Students							
No	Group	VLS	Σ	Means	SD	Min	Max
1-	Det 7	If I do not understand a word, I look it up in a monolingual Dictionary	225	4.78	.803	1	5
	Cog 1	I repeat the word mentally in order to remember it.	225	4.78	.803	1	5
	Met 1	I pick up words from English language media (songs, movies, newscasts TV, programmes, films, etc.).	226	4.78	.803	1	5

2	Mem17	I remember a word if I see it written down.	223	4.74	.947	1	5
3	Mem 1	I remember a word if I associate it with pictures, drawing, etc.	219	4.65	1.039	1	5
	Mem 2	I connect an image with a word's meaning in order to remember it.	219	4.65	1.039	1	5
	Mem16	I say a word out loud repeatedly in order to remember it.	219	4.65	1.039	1	5
4-	Mem12	I use new words in sentences in order to remember them.	218	4.63	1.015	1	5
	Cog5	If I hear a new word in class, I immediately write it down.	218	4.63	1.015	1	5
5-	Det 1	I try to use a new word in a sentence structure correctly.	215	4.57	1.008	1	5
The Third Year Students							
No	Group	VLS	Σ	Means	SD	Min	Max
1-	Det 7	If I do not understand a word, I look it up in a monolingual Dictionary	98	4.66	.831	1	5
2	Met 5	I remember a word if I encounter it many times.	97	4.61	.920	1	5
3	Mem12	I use new words in sentences in order to remember them.	95	4.52	1.023	1	5
4-	Cog 1	I repeat the word mentally in order to remember it.	94	4.47	1.108	1	5
5-	Mem 1	I remember a word if I associate it with pictures, drawing, etc.	92	4.38	1.041	1	5
	Met 1	I pick up words from English language media (songs, movies, newscasts TV, programmes, films, etc.).	92	4.38	1.041	1	5

In comparing the strategies used by Libyan university students to other students in other studies from the literature review based on using questionnaires based on Schmitt's taxonomy. Many other researchers have used this questionnaire to identify the most used VLS in their context, such as Kudo, 1999; Lee, 2007; Takač, 2008; Çelik & Toptaş, 2010; Rojananak & Vitayapirak, 2015 and others. The results as explained and revealed in Chapter Five were similar to Schmitt's (1997) results, which showed that verbal repetition was most frequently used in Japan and Taiwan (see the literature review in Chapter Two). He found that the six most-used VLS were verbal and written repetition, using a monolingual and bilingual dictionary, guessing from context and asking classmates for meaning; and he considered those strategies to be more useful than other strategies.

Therefore, the advantage of this questionnaire study is to increase awareness of the importance of vocabulary learning strategies used in foreign language learning and teaching. The results of the current study can assist language teachers to improve their teaching and understand how their learners learn new words or remember the words that they already know. The teachers, who are an important element in foreign language teaching, and; moreover, interested in their students' performance in learning English vocabulary, can

identify and indicate the vocabulary learning strategies and techniques for their students by designing useful materials, and giving relevant activities. Thus, the next section is based on data-collection from the teachers themselves, using both a questionnaire and interviews. Both methods concentrate on answering the research question of identifying the VLS used by Libyan learners, the factor(s) affecting their use of the relevant strategies

Furthermore, the results of the second questionnaire revealed environmental controls as the most important facet in learning vocabulary. The results were as follows: 1- Environmental controls with a mean of 5.11, 2- Metacognitive controls with a mean of 4.88, 3- Commitment controls with a mean of 4.86, 4- Satiation controls with a mean of 4.35, and 5- Emotion controls with a mean of 4.11. It is important to mention that the learning and using English in Libya is limited to the classroom because English is a foreign language and not all Libyans can use it. Therefore, it is important to find the VLS used by Libyan learners in the classroom.

9.3 Method 2: Teachers' Questionnaire and Interviews:

Two methods were used to collect data from the teachers: a questionnaire and interviews. First - the teachers' questionnaire: the teachers were asked to report and comment on the VLS they used while performing a language task such as learning vocabulary. The results showed that Libyan teachers concentrate on finding the most appropriate VLS that their learners need in their learning. A full list is revealed in Chapter Six. Here, Table (9.5) reveals the most important VLS used by Libyan teachers (for a list of questions used within the interview in Appendix 11 and the questionnaire see Appendix 9). The teachers indicated that the use of dictionary, translation, writing the new words in a textbook, guessing the meaning from context, and explaining the meaning of new words in a diary.

Table 9.5: The most-used VLS according to the teachers' questionnaire.

No	Group	Vocabulary learning strategies
1-	VLS7	I use a monolingual dictionary
2-	VLS12	My learners ask for L1 translation.
3-	VLS24	I prepare the Voc section in the textbook before class.
4-	VLS5	I try to guess the meaning of a new word from context.
5-	VLS25	I write my explanation in my teaching diary every lecture.

Second – the teachers' interviews were used to obtain a clear assessment of the teachers' experience. Table (9.6) presents a list of VLS that were identified in Chapter Six by the Libyan teachers (see Table (6.6)). The table presents the most important VLS that the Libyan teachers/staff members used for teaching English as a FL. All teachers reported that

VLS are very important and can be used to improve the level of their learners. Additionally, they agreed that the most important strategy that they always advise is the use of dictionaries, especially monolingual dictionaries, to facilitate vocabulary learning. Other vocabulary learning strategies were reported in both methods such as connecting the word with posters and pictures, guessing the meaning from context, the use of L₁, and connecting words with their synonyms.

Table 9.6: The VLS reported in the teachers' interview.

No	Vocabulary learning strategies
1-	The use the monolingual and bilingual dictionaries
2-	Connecting the words with pictures, images, drawings or other visual aids.
3-	Connecting the new words to their synonyms and antonyms
4-	Guessing the meaning of a new word from context.
5-	The use of L ₁ translation

Through the employment of these two methods, the teachers' experience is included as an important element of learning inside the classroom; something that it is important to explore for a clear understanding of the situation. However, the teachers' questionnaires and interviews have generally been employed and used to assess the teachers' aims, objectives, and goals, it is important to independently measure classroom behaviours and actions (Calderhead, 1981); although, interviews are used and considered to be introspective research methods. However, the use of interview data cannot be enough alone because it is in terms of eliciting the teachers' own comments and insights about learning in general. Learners are different and vary from context to context. However, since limited research has been conducted regarding VLS, it is difficult to separately discuss "which strategies are fundamental for learning, which ones might be more useful to her learners, and which should be combined with others to maximize learning effectiveness" (O'Malley & Chamot, 1990: 7).

9.4 Methods 3: Teachers' and Learners' Diaries:

In many educational contexts, learners are required to have diaries in order to understand the learners' perceptions and views of their classroom experiences and as a basis for discussion of problems and of remedial action by the teacher (Hopkins, 1985 cited in Fry, 1988). Fry (1988: 166) concluded that they are powerful method that can connect the learners with their teachers. He also explained that "diaries may simply be used as a basis for heightening learners' levels of awareness of their learning". Moreover, Matsumoto (1987: 26) suggested that:

the diary study is not only a research tool, but may also be used for other practical purposes such as self-awareness, self-evaluation, self-improvement, and orientation for other learners -it can be of immediate use for diarist-learners as an aid to their second language learning.

However, in collecting the data of this study, the content of the diaries is completely left for the learners and the teachers to present clearer views of their context and express other contents, such as activities, feelings, emotions, reactions, experiences, opinions, and planning. Moreover, the teachers can use them to plan their lessons and report their students' progress.

The learners can use their notebooks as a metacognitive strategy in order to raise their awareness of their classroom learning. At the same time, they can be used as material for review. They need to report what they learned in order to review this information before their exams. Oxford, Lavine, Felkins, Hollaway and Saleh (1996: 20) reported that "keeping a language learning diary helps the learners become more aware of their strategies at any given time and across a long period. It also helps them pay attention to specific strategies they use". According to Rubin (2003), the purpose of using diaries in this study is to help the researcher to understand the learners' and teachers' their awareness of their strategy-use.

Many vocabulary learning strategies can be identified from the teachers' and learners' diaries in Chapter Seven, but due to the nature of this research method they are only related to written language vocabulary learning. Table (9.7) shows the VLS most-used by Libyan university learners and teachers according to their diaries. They are organized according to Schmitt's taxonomy:

1) Table (9.6) shows that the list of VLS used to discover the meaning of unknown words is very similar to the VLS discovered by using SRI. It shows that learners prefer using dictionaries in order to define the new lexical items. The learners reported in the SRI that the use of dictionaries, putting the new words in new sentences, guessing the meaning from their textual context, and analysing part of the word (prefixes and suffixes) are useful strategies for learning FL vocabulary.

Table 9.7: The VLS the learners used to discover new words' meanings using diaries.

No.	Strategy group	Vocabulary learning strategies	%
1-	Determination strategies	Lists of new vocabulary with their dictionary definition	80%
2-	Determination strategies	Using the new words in new sentence structures	75%
3-	Determination strategies	Guess the meaning from the context	60%
4-	Determination strategies	Look at the parts of the words' roots, pre- or suffixes	55%

2) Table (9.8) shows a list of VLS used by Libyan learners to remember the meaning of the already learned words according to their diaries. However, when compared to VLS used at

SRI, the second strategy (connecting words to their synonyms) was the only VLS reported by the learners in two methods.

Table 9.8: The learners' VLS used to remember the meaning of already learned vocabulary by using diaries.

No.	Strategy group	Vocabulary learning strategies
1-	Memory strategy	Using drawings and pictures to remember the meaning of vocabulary.
2-	Memory strategy	Writing down words with their synonyms or their antonyms.
3-	Cognitive strategy	Keep a vocabulary notebook.
4-	Memory strategy + cognitive strategy	Keep word cards to remember the meaning.

The strategies reported in the teachers' diaries are the use of dictionaries, guessing the meaning from context, using the new words in new sentences as examples, and connecting the new words to their synonyms (for more information see graph 7.3). Lists of words are very common in individual or in group diaries because diarists can write the new words with their dictionary definition, L1 equivalents, synonyms, pictures (images), antonyms, drawing, part of speech, and similar affixes. Diaries are essential for learners to record some words that they have learned for exam revision and for teachers to write what they are going to teach.

It is worth mentioning that in collecting the data for this current study, one of the Libyan teachers explained that the notebooks or diaries are really important for the learners' learning and the teachers' teaching: He suggested]that they have various advantages, as they are used to clarify different concepts of words, update course progress, assess the learners' performance, get feedback on some teaching ideas, present different activities, write about different problems that the learners encounter, and suggest different strategies to avoid difficulties.

However, as with other research methods, the use of diaries has some weaknesses. Oxford (1990: 198) explained that "most diaries tend to be subjective and free-form" as the content of the diaries are left for the learners themselves, and, as is not the case with SRM, the data provided is not directly collected from the participants themselves. Gass and Mackey (2005: 204) also reported that the use diaries include "the highly subjective nature of the data".

In addition, I suggest that this method can also be useful and used with SRM instead of observation to recall the participants' thoughts and strategies that they used in FL vocabulary learning. Both the classroom observation and written work by the students or instructors can be used to stimulate the students/learners to comment on their learning and use of VLS. However, it is still uncontrolled and unmonitored, as they are free to write and

cannot record all the information of the lesson. They are also limited to strategies that are related to written language.

However, this method is limited to a small sample of participants. For example, Lindgren (2002) investigated the effect of SR, as a tool of reflection, on 14-year-olds' L1 (Swedish) and EFL writing and revision.

9.5 Method4: The SRM Study (the Direct Observation and Stimulated Recall Interview):

The results in Chapter Eight revealed that SRM is an important source for collecting data about the students' use of VLS used in foreign language learning. It is important because the insights about VLS are gained from the participants themselves. Furthermore, Lam (2008: 11) found out that:

1) SRM "has the strength of identifying the strategic thoughts of students and of obtaining reasonably reliable though not perfect evidence of their thinking", 2) It "enables us to get a picture of the extent to which students are aware of their strategic behaviour in action" and, 3), it "offers information about students' declarative knowledge of strategy use i.e. their awareness of or knowledge about strategy use. Such information may not be available [from] other sources". Lam (2008: 11) indicated that, according to Gass and Mackey (2000), other research methods can be used to collect data about strategy-use and they are "useful in yielding information about students' general beliefs and perceptions, they do not provide evidence about students' specific that occurred in carrying out a task or activity", thus SRM is used to in two ways to obtain data about the strategy use of the learners': 1) it provides a good understanding into the learners' mind and into their internal strategic voices and 2), it enables the researchers to understand the learners' "awareness of what counts as strategic". As a result, Lam (2008) concluded that SRM plays a specific and important role in the understanding of the learners' metacognitive strategy use when they are preparing for an L₂ task.

This current study concentrated on the following: (1) the VLS used in the FL learning and teaching, (2) the process of the learning inside the classroom and the learners' comments about their own learning strategies; and (3) the influence of classroom teachers on the learning process. In collecting data for the SRM, two research methods were connected and used together: *direct observation* and *stimulated recall interview*, i.e., SRI presents insights and comments directly reported from the students' thought processes about their observed classroom learning lesson. The classroom observation provides a real situation of the learning process inside the learning classroom. Gass and Mackey (2005: 203) reported that SR is "used to provide the researcher with access to the learners' interpretations of the events that were observed and can be a valuable source of information for [...] researchers interested in viewing a finely detailed picture of the classroom". In

addition, McDonough and McDonough (1997) concluded that the use of observation with its associated techniques is also often embedded amongst other methods in large-scale studies where a variety of sources of data is appropriate.

As we can see, the results of the direct observation and the SRI are very closely linked. As Lam (2007:67) reported, when SR data is coupled with observational data, it can provide “more comprehensive information about the learning process”. Because the researcher can observe the actual behaviour(s) of the learners while performing or learning the language and see how they did in the classroom during classroom activities.

Table (9.9) shows the relationship between the results. It lists the most-used VLS within the three lessons we observed in Libyan undergraduate classrooms. For example, Det. strategy 1 (analysing the part of speech) helps the learners to group their vocabulary and know when to use them in new examples. The teachers also helped their learners to use new words correctly by using Det. strategy 2 (analysing the words’ affixes and roots). Giving similar meanings (synonyms) is also important and necessary and it is used by teachers and learners while learning, as it helps learners to understand the meaning clearly, especially in Lecture 1. The use of dictionaries is observable in the classroom, especially the electronic dictionary that gives the meaning of new words very fast, especially used in Lecture 3. The teachers train their students to guess the meaning from the context around the new words that can help them when learning and during the exams. Posters, pictures, images, and others can help the learners understand the meaning better when they see it.

Table 9.9: The most-used VLS according to the direct observation used in Lesson 1, 2 & 3.

Rank	Strategy group	VLS
VLS 1	Determination strategy 1	Analyse the part of speech.
VLS 2	Determination strategy 2	Analyse affixes (such as prefixes and suffixes) and roots
VLS 3	Memory strategy 5	Connecting the words to their synonyms or antonyms.
VLS 4	Memory strategy 12	Using the words in sentences and giving examples.
VLS 5	Determination strategy 6 - 7	The use of dictionary: monolingual, bilingual and electronic dictionary.
VLS 6	Determination strategy 5	Guessing the meaning from the textual context
VLS 7	Determination strategy 4	Analysing any available pictures.

Direct classroom observation is a part of SRM study; actually it is the background picture of the real learning situation. Every SRI is based on a classroom observation as evidence that the participants really do use the VLS in their vocabulary learning. However, the use of SRI after the observation helps researchers to understand and determine which VLS the learners themselves prefer to use or find them useful to use in vocabulary learning.

When comparing the results of SRM with the results of other methods, it is important to mention that the advantage of this method is to present the actual strategies that the learners themselves think are important for them. According to King and Tuckwell (1983:1),

this method “contributes to a more balanced a realistic investigation” into the learning as well as the teaching process. In addition, Jensen and Winitzky (2002: 14) state that the method “provided the most fine-grained lens for examining candidates’ thinking”. They are appropriate to investigate the learning attitudes and behaviours of the learners to assess their vocabulary learning strategies that they use.

The questionnaire includes demographic questions and the answers to other short questions, while stimulated recall interviews provide more details of the learners’ thinking and are records of what the students report by themselves about the strategies they used while learning the foreign language. The goal of using SRI is to understand and clarify the learners’ awareness of their strategy-use..

9.6 Factors Affecting the Use and Choice of VLS According to the Libyan Learners and Teachers:

The use of VLSs counts on a number of factors such as gender, proficiency, motivation, and culture (Schmitt, 2000). This is because culture and environment can influence and affect their preference for exacting learning strategies (Schmitt, 2000). The results of this current study indicate different factors that may influence the use and choice of the Libyan learners studying English as a foreign language in order to answer the third research question (what are the factors that affect students’ learning of vocabulary?).

According to the results of the learners’ questionnaire in Chapter Five and the teachers’ questionnaire in Chapter Six, both the teachers and learners were asked to indicate which factors most affected their use of VLS. Table (9.10) below reveals that the participants indicated that the learners’ motivation is the most important factor affecting them when they use and learn the foreign language vocabulary. The teachers and the classroom materials (the activities and the curriculum) also have been indicated as important factors in both studies.

Table 9.10: Factors affecting the use and choice of VLS according to the Libyan learners and teachers as revealed from the results in Chapter Five and Six

No	The learners	Teachers
1	The learners’ motivation	The Learners’ motivation
2	Personalities of the teachers	Age + the curriculum (classroom materials)
3	Class activities (classroom materials)	The teacher

In a foreign language learning context, many studies identified that the learners'/students’ motivation plays an important role in selecting and using language strategies (Kaylani, 1996; Gardner, 2001; Obeidat, 2005; Ushida, 2005; Liu, 2007; Hurd, 2008; Bernaus & Wilson, 2009; Oxford, 2010; Marttinen, 2008). Gardner (2001) asserted that

SL motivation can be defined as requiring: expenditure of consistent effort, desire to achieve the goals, and enjoyment of L2 Learning (Cited in Oxford, 2010:72). Kaylani (1996: 81) explained that motivation is mainly “influenced by the goals of the individual. Goals are a set of beliefs held by the learner which cause action and effort to be put forth during the learning process”. Hurd (2006: 304) discovered that motivation “was clearly signed as the most important factor in distance language learning by an overwhelming majority of students” (cited in Hurd, 2008: 224).

In addition, the results of the learners' questionnaire in the Chapter Five show other factors that influence the use of vocabulary learning strategies such as gender and age. According to gender, it is important to notice that the means of the results of the males' use of VLS was slightly higher than the females' use. However, the females' use of memory strategies was higher than the males'. The results do not show that much difference between the males and females as the means were very near to each other: 4.9 for second year males and 4.7 for second year females – 4.7 for third year males and 4.4 for third year females.

The age factor was also a concern in the current thesis; the results show that age had some effects on the students' use of vocabulary learning strategies. The scores of the Vocabulary Levels Test in Chapter Five reveals that second year students were better than third year students.

9.7 Conclusion:

Stimulated recall methodology is a valuable introspective research method used to gain and collect insights and comments from the learners themselves about their VLS used in learning English as a foreign language. It allows the researchers/teachers to understand the best VLS that the teachers can use in order to help the learners to learn vocabulary and give reasons for their use. One of the aims of the thesis was to investigate and assess the strategy-use of Libyan students when learning English as a foreign language. The most important advantage of stimulated recall methodology is that it includes and studies all elements of learning when using it: the language learners, the teachers, the task (e.g., vocabulary) and the context (classroom). It needs to be connected with other research methods (such as observation in this current study) to reveal learning in the classroom. To sum up, in comparing and contrasting all of the results, Table (9.11) summarizes the five most-used strategies by all research methods. The use of dictionaries is the most important strategy for vocabulary learning. As foreign language learners used them to discover the appropriate meaning of new unknown words, L₁ equivalents, different synonyms, grammatical classification, word collocation, or idiomatic meaning. The textual context of the words is also important, as it affects the correct meaning of any word. In addition, the use of

words in examples and sentences simplifies their use. The major results of the study were as follows:

Table 9.11: A complete list of the five most used VLS according to all methods.

	VLS 1	VLS 2	VLS 3	VLS 4	VLS 5
Learners' questionnaire	I repeat the word mentally in order to remember it	If I do not understand a word, I look it up in a monolingual Dictionary	I pick up words from English language media.	I say a word out loud repeatedly in order to remember it	I remember a word if I see it written down
	I pick up words from English language media.	I remember a word if I encounter it many times	I remember a word if I see it written down	I repeat the word mentally in order to remember it	I write down words repeatedly to remember them
Teachers' Interview	Using the monolingual and bilingual dictionaries	Connecting the words with pictures, images, drawings or other visual aids.	Guessing the meaning of a new word from context.	Using the L1 translation	Using the new words in new sentences Connecting the new words to their synonyms
Teachers' questionnaire	I use a monolingual dictionary	My learners ask for L1 translation.	I prepare the voice section in the textbook before class.	I try to guess the meaning of a new word from context.	I write my explanation in my teaching diary every lecture
Learners' diaries	Using drawings and pictures to remember the meaning of vocabulary.	Writing down words with their synonyms or their anatomy.	Lists of new vocabulary with their dictionary definition	Using the new words in new sentence structures	Guessing the meaning from the context
Teachers' diaries	The use of a dictionary	The use of words in sentence structure as examples	Guessing the meaning of words from their context	The use of the board as a visual aid to explain the words' meaning.	
SRM (Direct observation) (part of SRM study)	Analyse the part of speech.	Analyse affixes (such as prefixes and suffixes) and roots	Connecting the words to their synonyms or antonyms.	Using the words in sentences and giving examples	The use of dictionary: monolingual, bilingual and electronic dictionary.
SRM (SRI) (part of SRM study)	The use of dictionaries	Using the new words in sentences and giving examples	Analysing the parts of speech (grammar), affixes and roots.	Connecting the words to their synonyms.	Guessing the meaning from textual context

The conclusion with a number of recommendations in the light of the results is presented in the next final chapter of the current thesis, in order that learners as well as teachers might develop and improve their use of VLS in learning and teaching foreign languages.

Chapter Ten

Final Conclusion and Recommendations

10.1 Introduction:

In this final chapter, I present a conclusion of the previous chapters in relation to the research questions, followed by several recommendations on improving the use of vocabulary learning strategies in learning and teaching English as a foreign language.

10.2 Final Conclusion:

The purpose of this thesis was to provide an in-depth investigation of the VLS used in learning English as a foreign language by Libyan undergraduate university students. Both quantitative and qualitative methods have been used; questionnaires, interviews, diaries, and stimulated recall methodology (direct observation and stimulated recall interviews), in order to investigate and assess the use of VLS in the Libyan classroom.

VLS are a very wide range of learning techniques that can help, improve, and develop the learners' foreign language learning. They were presented and defined as:

[...] any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of new vocabulary items, to retain the knowledge of newly-learned vocabulary items, and to expand one's knowledge of vocabulary" to be used inside and outside the classroom settings (Intaraprasert 2004:53).

This thesis aimed to collect data from a context where English is used as a foreign language, and the goal was to investigate the VLS used in the learners' classroom.

Based on the results, the following conclusions have been drawn. Firstly, several research methods were used together, in order to collect data and get a larger picture of the context under investigation by investigating and including all element of learning: the learners, teachers, task and context. All the methods used identified the VLS taxonomy were introduced by Schmitt (1997). Chapter five presents the results of the learners' questionnaire, which were: the repetition of words mentally in order to remember them, looking them up in a monolingual dictionary, picking up words from English slang and media, saying words out loud repeatedly, remember words if they are written down, and remembering words if they are encountered many times.

Chapter Six presents the results of the teachers' questionnaire and interviews. The teachers indicated that the use of VLS in their vocabulary teaching is very important and useful for their learners' learning. The results of the questionnaire show that the teachers provide different answers and report several different kinds of strategies. The most-used

strategies were: the use of a monolingual dictionary; the learners asking for L1 translation; preparation of the vocabulary section in the textbook before class; guessing the meaning of a new word from context; and writing the explanation in the teaching diary every lecture. The results of both interviews and the questionnaire are very similar and that all teachers prefer their learners to use different types of dictionaries to learn new words.

According to the learners' diaries in Chapter Seven, the results revealed that the vocabulary notebook could serve as a valuable resource of data. There are several VLS used to discover the meaning of new vocabulary, such as lists of new vocabulary with their dictionary definitions, using the new words in new sentence structures, guess the meaning from the context, and looking at the parts of the words' roots, prefixes or suffixes. There are other important strategies that are used to remember the meaning of already learned vocabulary, such as using drawings and pictures to remember the meaning of vocabulary, writing down words with their synonyms or their anatomy, keeping a vocabulary notebook, and keeping word cards to remember the meaning. The teachers' diaries show the most common VLS used by those Libyan teachers. For example, the use of a dictionary is the most important VLS. The teachers prepare in their diaries some sentences as examples to show the use of words in specific sentence structures. Another VLS used is guessing the meaning of words from their context. The fourth VLS used is the use of the board as a visual aid to explain the words' meaning.

In Chapter Eight, two methods (the direct observation lessons and SRI) were used together to put a great emphasis to answer the fourth research question: How can Stimulated Recall Methodology be used to provide accurate and useful information about VLS use? In this respect, I have drawn similar conclusions with Lam (2007: 65), who argues that SRM can offer a variable way of getting closer to providing a "window"; a way of getting closer to "the 'black box' of the students' minds [and] into their strategic thinking"; it is an appropriate method of research. This method is used to concentrate on the students' insights and views on the use different strategies and how they are used in vocabulary learning. Since the method's first use by Bloom (1954), it has been a valuable data collection method for studying the learners' insights and comments after classroom lessons. Furthermore, Edwards-Leis (2006) mentioned that it is often used with other methods to triangulate data for accuracy and authenticity. Gass (2001:221) concluded that "it provides a window onto the thought processes of learning, but must be used with care if the results are to be valid". This is a supporting evidence for the effectiveness of SRM as a research method. To sum up, the results, according to the use of SRM, reveal that the most-used VLS in Libyan university classrooms were the use of dictionaries, analysing the parts of speech (grammar), affixes and roots, connecting the words to their synonyms or antonyms, using the words in new sentences, and giving examples.

10.3 The Limitations of the Study:

With regard to the results of the study, some limitations have been drawn and taken into consideration:

(i) The learners' use of vocabulary learning strategies in the questionnaire study was identified and measured out of the context (the classroom), with the learners reporting the strategies used in their learning in general, it was necessary to ask the learners to identify the actual VLS that they used in their classroom learning. A question could be raised as to what extent the questionnaire aspect of the study reflects the learners' use of VLS in real classroom learning, as the learners reported the VLS that they felt were important.

(ii) The data collection was limited to learners studying at the English Department at the University of Tripoli. It would be helpful for VLS to be studied in a larger context, as employed by students from different Libyan cities and other educational places to obtain a clear understanding of the whole context

(iii) This study is limited to the learning strategies that are used in learning vocabulary (task). It would also be helpful to study and investigate learning strategies used in the Libyan context in other learning skills and tasks: listening, speaking, reading and writing. Further research on vocabulary learning strategies will certainly lead to better understanding of the complex processes of vocabulary learning and how VLS contribute to second/foreign language learning and teaching.

(iv) Studying the effects of different factors such as gender, age, culture, motivation, proficiency level, and others on the use of different VLS in a separate study could also be helpful to get a better understanding of the FL learning in Libya.

To conclude, it is important to obtain a comprehensive picture of how vocabulary learning strategy instruction could be improved and language learning programs changed to support teaching the use of vocabulary learning strategies at all educational levels in Libya. This helps the learners/students to become aware of the differences in learning that can help EFL curriculum designers understand their roles in teaching and learning. In addition, it is important to concentrate on teaching and learning in order to expand the learners'/students' strategies most effectively. Understanding language learning beliefs about vocabulary learning will enable learners to become more motivated and independent (self-regulated). . Appropriate strategy-use could facilitate the teachers' design of appropriate materials and activities and help the learners/students to improve their classroom vocabulary learning.

10.4 Recommendations:

Based on the results obtained regarding research methods and the above conclusions, the following recommendations are suggested:

1) Strategic Awareness-Raising: As Nemati (2009) concluded, increasing strategy awareness can facilitate the learners' learning of the new vocabulary and it could help to store and retrieve new lexical items. It is important that they are therefore implemented in classroom learning. It is very important to help the learners to know and be aware of the related strategies used in learning foreign language vocabulary, introduce them to the strategies often used by successful learners, and encourage them to develop their own strategies. Teachers should first introduce the use of VLS, and enable students to understand useful they are in learning the foreign language, and then help students understand the importance of the types of strategies.

Some research methods can be used to raise the awareness of the learning strategies. Some strategy assessments, such as surveys, think-alouds, and diaries, help students reflect on their strategy use, and; therefore, spark strategic awareness. Within the Libyan language learning context, it is important to recognize that students need to be consciously aware of vocabulary learning strategies, so they can use them on their own to determine the meaning of unknown words.

2) Strategy Training: As indicated in Chapter one, learners and teachers need more training in order to help them to use more strategies and improve their FL learning. Teachers can help their learners so that they know what, when, and how to use the strategies effectively. Strategy training should include: students' attitudes and needs, the language task, the learners' goals, the learning context, activities, and the learning materials.

Training helps learners to discover the learning strategies that they need most. For example, according to the results of all methods, the use of a dictionary is reported as one of the most-used strategies. Thus, it is recommended that language learning learners use specialized dictionaries in searching for the meaning of the unknown words together in English or Arabic and that they also help learners to learn how other words or combinations of forms are used and what they mean (e.g., idioms and collocation).

3) The use of linguistic and other clues: According to the results of the observation and stimulated recall interview, VLS can be used as "bedrocks" of many appropriate and correct guesses, and refer to use the language-based clues in order to discover the meaning of what is heard or read in the target language in the absence of complete knowledge of vocabulary, grammar, or other target language elements. For example, they stated that word parts

analysis is not a reliable means of guessing the meaning, but it is a very useful way of checking on the accuracy of a guess based on context clues.

4) Vocabulary Learning Strategies Instruction: this can be clearly discovered in the observational study that effective learners are more able to acquire, retain, and apply new information and skills to reflect on their learning successfully according to their teachers' use of some strategies. This instruction can help students of English become better learners because it helps them in becoming more independent and more self-confident learners. The learners' use of learning strategies while learning foreign language vocabulary correlates to their teachers', so they can improve their learners' learning skills and tasks. Vocabulary learning strategies instruction is necessary for learners to become more independent and self-regulated learners with the skill to use different vocabulary learning strategies in several learning contexts. It is important to be aware of the use of some particular strategy needs or requirement for some direction and guidance from the teacher. According to the lesson plan (see Appendix 13), teachers should choose three of four different strategies to use in the lesson to help them explain the meaning of the words that they are teaching. The learning materials and the classroom situation direct the teachers as to which strategies they should pay attention to.

5) Classroom activities (see Appendix 15 for a list of different activities taken from the Libyan secondary curriculum): According to the results of the present thesis, teachers should emphasize not only developing the learners' use of VLS inside the classroom, but also outside it. They should design and plan activities that can increase their learners' VLS in order to facilitate their vocabulary learning. Hatch and Brown (1995) stated that the activities of vocabulary tasks should contain the following five steps: a) the new unknown word; b) the in (written) form; (c) the meaning of the word; (d) connecting both the word (written) form and meaning; and (e) the use of the word. Schmitt (1997) reported that several students do use VLS, especially when compared to other language activities. As Shen (2003: 194) reported, "activities for making notes, using word-lists, dictionaries, flashcards, games, mnemonics, word-analysis and the like can be very useful. They directly draw learners' attention to the words which need to be consolidated". Those activities mainly aim to: engage the learners in learning the language; give them the confidence to participate; provide them with the opportunity to communicate in the English language; develop their abilities and skills; expose them to more sentences, structures and phrases; develop their reading; and improve their writing (See appendix 15 - for some examples of some activities adapted from the Libyan Secondary school textbooks in order to learn vocabulary).

According to the results of the second questionnaire (see Appendix 8), it is necessary to concentrate on classroom activities as the students reported that they affect their strategy use. Therefore, teachers should teach their students by using different activities such as guessing from context the meaning of those words, giving synonyms, or other VLS. For example, Brown (2001: 310) encouraged the learners to use different techniques such as looking for prefixes, suffixes, or roots. Chang, Weng and Zakharova (2013: 452) concluded that “teachers can incorporate interactive activities while introducing different types of VLSs to provide a proper learning environment, such as the ones they are already used to”.

In the stimulated recall interview, the students mentioned that classroom activities can provide different benefits, giving a chance for the students to get involved in answering such questions, they show a great understanding, special focus and level of progress, and they can provide different examples and focus on the special vocabulary in each unit.

6) VLS can be used to enhance and increase the learners’ vocabulary learning. As Nation (2001) highlighted, the most significant way to build vocabulary is for learners to use strategies independently of a teacher. The students learn better from teachers who explicitly improve and encourage their strategic learning. In addition, Schmitt and Schmitt (1995), point out that the best teaching plan and diaries present different types of vocabulary learning strategies, so that students can select and choose the ones most suitable to them. Therefore, the teachers can use them as advices, solutions and feedbacks to report their learners’ learning. Moreover, teachers should encourage their learners to develop specific personal strategies that could help them overcome problems with learning the new lexical items. They can actively help students expand their strategies by using them outside of their primary context, which is the classroom.

7) Teachers and learners should decide which VLS they should use in their lessons and how much time they need in order to use them. They can organize their time in their diaries and lesson plans to make it easier for them to prepare their teaching and learning in advance. The results of the diary study and SRM (the observation part) revealed that the choice of VLS used is suggested by the teacher.

8) From Observational Lesson 1, teachers should train their students to practice VLS in the classroom, individually and in groups. They should also give them homework assignments to help them to become independent and skilful learners. According to the learners’ comments, learning in groups helps them to learn better; especially those learners who are shy.

9) The use and choice of VLS should be given emphasis not only by teachers, but also by the curriculum designers and writers.

10) Language learners should change their VLS over time and teachers should update which strategies should be taught in their lesson plan.

11) According to the results of the teachers' interview, teachers reported that vocabulary learning strategies are important to strengthen the learners' learning of different subjects such as vocabulary lessons and reading comprehension lessons.

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Appendix 1: English for Libya

ENGLISH FOR LIBYA
Secondary 3
Literary Section

English for Libya, Secondary 3 has been written with the specific needs of Libyan students in mind. The contexts and topics in which the language is presented have been chosen to draw upon their knowledge and experience of the world, as well as their personal interests. Each unit also contains specialized material to match the students' particular area of study. The content and tasks take into account the age and background of students in their eighth year of English.

English for Libya, Secondary 3 is for students who have completed seven years of English in the Primary, Preparatory and Secondary stages. It is designed to consolidate and further develop understanding of the grammatical system, to increase the students' range of active vocabulary and to extend their ability in the four language skills of reading, listening, speaking and writing. The specialized material provides vocabulary and topic areas to complement the students' chosen subject area and consolidate learning in each unit.

Vocabulary, grammar and functions introduced through the receptive skills of reading are developed through the productive skills of speaking and writing. Students begin by experiencing examples of the target language in a variety of situations. This is followed by analysis of the language and finally accurate use of this language in productive situations. This well-established procedure is particularly beneficial for learners with no access to the language outside the school environment.

Course components:
Secondary 3 Literary Section Course Book
Secondary 3 Literary Section Work Book
Secondary 3 Literary Section Teacher's Book

2020301 "عزيزي الطالب محافظتك على الكتاب المدرسي قيمة حضارية"

Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA
Secondary 3
(Literary Section)
(القسم الأدبي)
Course Book

1436 - 1435
2015 - 2014

ENGLISH FOR LIBYA
Secondary 3
Literary Section

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Secondary 3 Literary Section Course Book
Secondary 3 Literary Section Work Book
Secondary 3 Literary Section Teacher's Book

1436 - 1435
2015 - 2014

Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA
Secondary 3
(Literary Section)
(القسم الأدبي)
Workbook

1436 - 1435
2015 - 2014

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Course components:
Secondary 3 Literary Section Course Book
Secondary 3 Literary Section Work Book
Secondary 3 Literary Section Teacher's Book

2020303 "عزيزي الطالب محافظتك على الكتاب المدرسي قيمة حضارية"

State of Libya
Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA
Secondary 3
(Literary Section)
(القسم الأدبي)
Teacher's Book

1436 - 1435
2015 - 2014

ENGLISH FOR LIBYA
Secondary 3
Scientific Section

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Course components:
Secondary 3 Scientific Section Course Book
Secondary 3 Scientific Section Work Book
Secondary 3 Scientific Section Teacher's Book

2010305 "عزيزي الطالب محافظتك على الكتاب المدرسي قيمة حضارية"

State of Libya
Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA
Secondary 3
(Scientific Section)
(القسم العلمي)
Course Book

1436 - 1435 م
2015 - 2014

ENGLISH FOR LIBYA
Secondary 3
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Course components:
Secondary 3 Scientific Section Course Book
Secondary 3 Scientific Section Work Book
Secondary 3 Scientific Section Teacher's Book

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State of Libya
Ministry of Education
Curricula and Educational Research Centre

ENGLISH FOR LIBYA
Secondary 3
(Scientific Section)
(القسم العلمي)
Workbook

1436 - 1435 م
2015 - 2014

ENGLISH FOR LIBYA
Secondary 3
Scientific Section

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Course components:
Secondary 3 Scientific Section Course Book
Secondary 3 Scientific Section Work Book
Secondary 3 Scientific Section Teacher's Book

2010307 "عزيزي الطالب محافظتك على الكتاب المدرسي قيمة حضارية"

Ministry of Education,
Curricula and Educational Research Centre

ENGLISH FOR LIBYA
Secondary 3
(Scientific Section)
(القسم العلمي)
Teacher's Book

1436 - 1435 م
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Appendix 2: The consent form:

A CONSENT FORM



**Manchester
Metropolitan
University**

Project Title: PhD - Vocabulary Learning strategies of English Majors in Libyan Higher Education: an analytic survey With special reference to Stimulated Recall Methodology

Researcher: Hana Suhbi Ali Balhouq

Student number: 07985556

Please initial box

1. I confirm that **Hana Balhouq** has explained the nature of the research project for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected.

3. I agree to take part in the above study.

Name of participant

Date

Signature

Name of person
taking consent

Date

Signature

Appendix 3: The learners' vocabulary levels test:

Vocabulary Levels Test*

This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of that word next to its meaning. Here is an example:-

- | | | |
|-------------|---------------|-----------------------------|
| 1. business | | |
| 2. clock | _____ 6 _____ | part of a house. |
| 3. horse | _____ 3 _____ | animal with four legs. |
| 4. Pencil | _____ 4 _____ | something used for writing. |
| 5. shoe | | |
| 6. wall | | |

- | | | |
|--------------|-------|-------------|
| 1. birth | | |
| 2. dust | _____ | game. |
| 3. operation | _____ | winning. |
| 4. row | _____ | being born. |
| 5. sport | | |
| 6. victory | | |

- | | | |
|--------------|-------|-----------------------------|
| 1. bake | | |
| 2. connect | _____ | join together. |
| 3. inquire | _____ | walk without purpose. |
| 4. limit | _____ | keep within a certain size. |
| 5. recognize | | |
| 6. wander | | |

- | | | |
|------------|-------|----------------------------|
| 1. burst | | |
| 2. concern | _____ | break open. |
| 3. deliver | _____ | make better. |
| 4. fold | _____ | take something to someone. |
| 5. improve | | |
| 6. urge | | |

- | | | |
|--------------|-------|---|
| 1. belt | | |
| 2. climate | _____ | idea. |
| 3. executive | _____ | inner surface of your hand. |
| 4. notion | _____ | strip of leather worn around the waist. |
| 5. palm | | |
| 6. victim | | |

- | | | |
|--------------|-------|----------------------------|
| 1. acid | | |
| 2. bishop | _____ | cold feeling. |
| 3. chill | _____ | farm animal. |
| 4. ox | _____ | organization or framework. |
| 5. ridge | | |
| 6. structure | | |

- | | | |
|-------------|-------|--------------------|
| 1. bench | | |
| 2. charity | _____ | long seat. |
| 3. jar | _____ | help to the poor. |
| 4. mate | _____ | part of a country. |
| 5. mirror | | |
| 6. province | | |

- | | | |
|---------------|-------|---------------------------------|
| 1. boot | | |
| 2. device | _____ | army officer. |
| 3. lieutenant | _____ | a kind of stone. |
| 4. marble | _____ | tube through which blood flows. |
| 5. phrase | | |
| 6. vein | | |

- 1. apartment
- 2. candle _____ a place to live.
- 3. draft _____ chance of something happening.
- 4. horror _____ first rough form of something written.
- 5. prospect
- 6. timber

- 1. betray
- 2. dispose _____ frighten.
- 3. embrace _____ say publicly.
- 4. injure _____ hurt seriously.
- 5. proclaim
- 6. scare

- 1. dim
- 2. junior _____ strange.
- 3. magnificent _____ wonderful.
- 4. maternal _____ not clearly lit.
- 5. odd
- 6. weary

- 1. apparatus
- 2. compliment _____ expression of admiration.
- 3. ledge _____ set of instruments or machinery.
- 4. revenue _____ money received by the government.
- 5. scrap
- 6. tile

- 1. bulb
- 2. document _____ female horse.
- 3. legion _____ large group of soldiers or people.
- 4. mare _____ a paper that provides information.
- 5. pulse
- 6. tub

- 1. concrete
- 2. era _____ circular.
- 3. fiber _____ top of a mountain.
- 4. loop _____ a long period of time.
- 5. plank
- 6. summit

- 1. bleed
- 2. collapse _____ come before.
- 3. precede _____ fall down suddenly.
- 4. reject _____ move with quick steps and jumps.
- 5. skip
- 6. tease

- 1. casual
- 2. desolate _____ sweet-smelling.
- 3. fragrant _____ only one of its kind.
- 4. radical _____ good for your health.
- 5. unique
- 6. wholesome

- 1. antics
- 2. batch _____ foolish behavior.
- 3. connoisseur _____ a group of things.
- 4. foreboding _____ person with a good knowledge of art or music.
- 5. haunch
- 6. scaffold

- 1. auspices
- 2. dregs _____ confused mixture.
- 3. hostage _____ natural liquid present in the mouth.
- 4. jumble _____ worst and most useless parts of anything.
- 5. saliva
- 6. truce

- 1. casualty
- 2. flurry _____ someone killed or injured.
- 3. froth _____ being away from other people.
- 4. revelry _____ noisy and happy celebration.
- 5. rut
- 6. seclusion

- 1. apparition
- 2. botany _____ ghost.
- 3. expulsion _____ study of plant.
- 4. insolence _____ small pool of water.
- 5. leash
- 6. puddle

- 1. arsenal
- 2. barracks _____ happiness.
- 3. deacon _____ difficult situation.
- 4. felicity _____ minister in a church.
- 5. predicament
- 6. spore

- 1. blaspheme
- 2. endorse _____ slip or slid.
- 3. nurture _____ give care and food to.
- 4. skid _____ speak badly about God.
- 5. squint
- 6. straggle

- 1. dubious
- 2. impudent _____ rude.
- 3. languid _____ very ancient.
- 4. motley _____ of many different kinds.
- 5. opaque
- 6. primeval

- 1. benefit
- 2. labor _____ work.
- 3. percent _____ part of 100.
- 4. principle _____ general idea used to guide one's actions.
- 5. source
- 6. survey

1. consent
2. enforcement _____ total.
3. investigation _____ agreement or permission.
4. parameter _____ trying to find information about something.
5. sum
6. trend

1. colleague
2. erosion _____ action against the law.
3. format _____ wearing away gradually.
4. inclination _____ shape or size of something.
5. panel
6. violation

1. achieve
2. conceive _____ change.
3. grant _____ connect together.
4. link _____ finish successfully.
5. modify
6. offset

1. convert
2. design _____ keep out.
3. exclude _____ stay alive.
4. facilitate _____ change from one thing into another.
5. indicate
6. survive

1. anticipate
2. compile _____ control something skillfully.
3. convince _____ expect something will happen.
4. denote _____ produce books and newspapers.
5. manipulate
6. publish

1. equivalent
2. financial _____ most important.
3. forth coming _____ concerning sight.
4. primary _____ concerning money.
5. random
6. visual

1. alternative
2. ambiguous _____ last or most important.
3. empirical _____ something different that can be chosen.
4. ethnic _____ concerning people from a certain nation.
5. mutual
6. ultimate

* This test has been taken from Norbert Schmitt, Vocabulary in Language Teaching, (Cambridge: Cambridge University Press, 2000), pp 192-200.

Appendix 4: The results of the learners' vocabulary level test:

The results of Vocabulary Levels Test

Second Year students										Third year students									
No	G	A	Mark out of 30	%	No	G	A	Mark out of 30	%	No	G	A	Mark out of 30	%	No	G	A	Mark out of 30	%
1	M	24	22	74	51	F	21	29	97	1	F	20	23	77	51	M	21	11	37
2	M	20	17	57	52	M	20	30	100	2	F	20	15	50	52	F	21	19	64
3	F	19	20	67	53	F	20	29	97	3	F	20	15	50	53	F	21	24	80
4	M	20	16	54	54	F	20	30	100	4	F	21	17	57	54	M	21	30	100
5	M	20	24	80	55	F	21	29	97	5	F	21	17	57	55	F	21	30	100
6	M	20	15	50	56	F	20	29	97	6	F	20	11	37	56	F	21	18	60
7	F	19	07	24	57	F	20	28	94	7	F	19	12	40	57	M	21	26	87
8	F	19	07	24	58	M	20	28	94	8	M	21	13	44	58	M	22	18	60
9	F	20	12	40	59	M	22	24	80	9	M	20	24	80	59	M	21	23	77
10	F	21	10	34	60	F	20	19	64	10	F	20	11	37	60	M	22	19	64
11	F	22	11	37	61	M	20	24	80	11	F	20	11	37	61	M	21	19	64
12	F	21	10	34	62	F	20	20	67	12	M	21	13	44	62	F	22	17	57
13	F	21	12	40	63	M	20	25	84	13	M	21	15	50	63	M	20	19	64
14	F	19	14	47	64	F	20	29	97	14	M	21	24	80	64	M	21	30	100
15	F	19	17	57	65	F	20	28	94	15	F	21	21	70	65	M	23	14	47
16	M	20	14	47	66	F	20	25	84	16	M	20	12	40	66	F	21	24	80
17	M	20	14	47	67	F	20	30	100	17	F	21	15	50	67	F	21	11	37
18	F	22	20	67	68	M	20	22	74	18	F	22	08	27	68	F	21	13	44
19	F	21	15	50	69	M	20	30	100	19	F	22	10	34	69	M	22	14	47
20	M	20	12	40	70	F	21	29	97	20	M	22	21	70	70	M	22	23	77
21	F	20	28	94	71	M	20	29	97	21	M	22	18	60	71	M	24	23	77
22	F	20	22	74	72	M	20	23	77	22	F	20	17	57	72	M	21	14	47
23	F	20	27	90	73	M	20	30	100	23	F	22	21	70	73	M	21	30	100
24	F	21	27	90	74	F	20	28	94	24	F	22	21	70	74	F	21	12	40
25	F	20	27	90	75	F	20	28	94	25	F	21	18	60	75	F	21	23	77
26	M	23	28	94	76	F	20	26	87	26	F	22	30	100	76	F	21	21	70
27	F	20	26	87	77	F	20	28	94	27	F	20	30	100	77	F	22	19	64
28	F	20	19	64	78	F	20	30	100	28	M	21	28	94	78	M	21	16	54
29	F	20	18	60	79	M	20	18	60	29	M	21	13	44	79	F	21	17	57
30	M	20	26	87	80	M	20	23	77	30	M	21	30	100	80	M	21	30	100
31	F	20	27	90	81	F	20	30	100	31	F	20	27	90	81	M	21	12	40
32	M	20	19	64	82	M	20	24	80	32	F	22	13	44	82	M	20	14	47
33	F	21	22	74	83	M	20	30	100	33	F	20	14	47	83	M	21	24	80
34	M	20	22	74	84	F	20	23	77	34	F	22	26	87	84	F	21	13	44
35	M	20	20	67	85	F	20	30	100	35	F	20	13	44	85	F	21	30	100
36	F	21	25	84	86	F	20	18	60	36	M	24	25	84	86	M	21	13	44
37	M	20	28	94	87	F	20	30	100	37	M	21	24	80	87	F	21	12	40
38	F	20	25	84	88	M	20	30	100	38	M	21	15	50	88	F	22	13	44
39	F	20	18	60	89	M	20	30	100	39	M	21	30	100	89	M	21	24	80
40	F	22	20	67	90	F	20	25	84	40	F	21	17	57	90	M	21	30	100
41	F	20	22	74	91	F	20	30	100	41	F	21	28	94	91	F	21	16	54
42	F	21	25	84	92	M	20	16	54	42	M	24	27	90	92	M	21	11	37
43	F	20	28	94	93	M	20	27	90	43	M	21	30	100	93	F	21	14	47
44	F	20	19	64	94	M	20	30	100	44	F	23	24	80	94	F	21	30	100
45	M	20	27	90	95	M	20	30	100	45	M	22	20	67	95	M	21	21	70
46	F	20	20	67	96	F	20	28	94	46	F	23	18	60	96	M	21	19	64
47	M	20	20	67	97	F	20	24	80	47	M	21	15	50	97	F	21	22	74
48	M	20	14	47	98	F	20	30	100	48	M	21	13	44	98	M	21	19	64
49	M	20	28	94	99	M	20	15	50	49	M	21	24	80	99	F	21	22	74
50	M	20	28	94	100	M	20	26	87	50	M	23	30	100	100	M	21	30	100

G = Gender

A = Age

F = Female

M = Male

	No	Σ of marks	%
Second year students	100	2320	77.3
Third year students	100	1963	65,4

Appendix 5: The learners' background questionnaire 1:

Learners' Background Questionnaire 1*

★ Please complete this part of the questionnaire first:-

- 1) Gender (tick): M - F
- 2) Age: _____
- 3) Year: _____
- 4) University: _____
- 5) What was your half-term grade in the vocabulary test? _____
- 6) How long have you been learning English as a foreign language? _____
- 7) Have you studied English or lived in an English speaking country? Yes - No
- 8) If you have cable or satellite TV with programmes in English answer the following questions:-
 - a) How often do you watch programmes in English?
_____.
 - b) What programmes do you usually watch?
_____.

Foreign language vocabulary can be learnt in various ways. The aim of this questionnaire is to find out how YOU learn English words. Please answer how you really learn and not how you think you should learn or how somebody else learns.

For each statement, you can choose one of the following responses. Tick the response that best describes how you learn. Then are no right or wrong answers to these statements:-

No.		I never used this strategy	I do use this strategy, but it's not a main strategy	I do this about half the time.	I do this often – it's one of my main strategies.	I always use this strategy.
1-	I try to use a new word in a sentence structure correctly.					
2-	I analyse word parts in order to guess the meaning of a word.					
3-	I look for similar words in my first language.					
4-	If I cannot remember a word in conversations, I use gestures.					
5-	I try to guess the meaning of a new word from context.					
6-	If I do not understand a word, I look it up in a bilingual dictionary (English – Arabic Dictionary).					
7-	If I do not understand a word, I look it up in a monolingual dictionary (English – English Dictionary).					

8-	I make words lists.					
9-	I make word cards.					
10-	I ask the teacher for an L1 translation.					
11-	I ask the teacher for a similar word of the new word.					
12-	I ask the teacher for a sentence including the new word.					
13-	I ask classmates for meaning.					
14-	If I do not know a word, I work with other students.					
15-	I practice with students in order to learn.					
16-	The teacher corrects students word cards and lists.					
17-	I talk with English people.					
18-	I remember a word if I associate it with pictures, drawings, etc.					
19-	I connect an image with a word's meaning in order to remember it.					
20-	I remember a word if I connect it with words I already know (my previous personal experience).					
21-	I associate new words with the other similar words I already know.					
22-	I connect words with other words with similar or opposite meaning.					
23-	I try to give the word's associates in English in a diagram.					
24-	I set the new words in a scale.					
25-	I memorise lists of facts by linking them to familiar words by means of an image.					
26-	I remember words by mentally placing them in specific locations.					
27-	I remember words that are in some way similar.					
28-	I group words in a sort of pattern.					

29-	I use new words in sentences in order to remember them.					
30-	I group words together in a story in order to remember them.					
31-	I study the spelling of a word.					
32-	I study the sounds of a word.					
33-	I say a word out loud repeatedly in order to remember it.					
34-	I remember a word if I see it written down.					
35-	I remember a word by remembering its initial letter.					
36-	I remember words by outlining them with lines.					
37-	I learn new words by linking them with an L1 word that sounds similar.					
38-	I divide the word into parts in order to remember them.					
39-	I analyse the part of speech of new words in order to remember them.					
40-	I paraphrase the new word's meaning in order to understand it.					
41-	I use familiar words in the same ways in new study in order to remember them.					
42-	I learn the words of an idiom together.					
43-	I use physical actions when learning a new word.					
44-	I use sets of similar words in various ways in new situations in order to remember them.					
45-	I repeat the word mentally in order to remember it.					
46-	I write down words repeatedly to remember them.					
47-	I write word lists.					
48-	I use word cards.					
49-	If I hear a new word in class, I immediately write it down.					
50-	I study the vocabulary section in the textbook before class.					

51-	I tape record the words and then listen to the tape.					
52-	I connect words to physical objects.					
53-	I keep words in a separate vocabulary notebook.					
54-	I pick up words from English language media (songs, movies, newscasts, TV programmes, films, etc)					
55-	I test myself with word tests to check if I remember the words.					
56-	I expand practice of words after each class in order to remember words.					
57-	If I encounter an unknown word, I ignore it if I understand what the text is about.					
58-	I remember a word if I encounter it many times.					

* This questionnaire has been adopted from Visnja Pavicic Takac, Vocabulary Learning Strategies and Foreign Language Acquisition, (Clevedon: multilingual Matters, 2008), pp. 152-156.

*It is based on Schmitt's taxonomy of Vocabulary learning strategies in Norbert Schmitt and Michael McCarthy, Vocabulary: Description, Acquisition and Pedagogy, (Cambridge: Cambridge University Press, 1997), pp. 206-217.

Appendix 6: The results of the Learners' background questionnaire 1:

The results of the Learners' Background Questionnaire 1

- Second year students:

1- Discovery strategies:

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Determination Strategy1	2	2%	7	7%	10	10%	9	9%	72	72%
2-	Determination Strategy2	1	1%	11	11%	15	15%	35	35%	38	38%
3-	Determination Strategy3	10	10%	4	4%	10	10%	30	30%	46	46%
4-	Determination Strategy4	3	3%	11	11%	10	10%	29	29%	47	47%
5-	Determination Strategy5	3	3%	9	9%	12	12%	21	21%	55	55%
6-	Determination Strategy6	8	8%	3	3%	3	3%	4	4%	82	82%
7-	Determination Strategy7	2	2%	2	2%	5	5%	10	10%	81	81%
8-	Determination Strategy8	15	15%	6	6%	10	10%	67	67%	2	2%
9-	Determination Strategy9	19	19%	7	7%	7	7%	65	65%	2	2%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Social Strategy1	17	17%	4	4%	8	8%	8	8%	63	63%
2-	Social Strategy2	9	9%	4	4%	4	4%	13	13%	70	70%
3-	Social Strategy3	9	9%	10	10%	5	5%	17	17%	59	59%
4-	Social Strategy4	10	10%	15	15%	42	42%	26	26%	7	7%
5-	Social Strategy5	5	5%	24	24%	44	44%	17	17%	10	10%

2- Consolidation strategies:

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Social Strategy11 (6)	31	31%	14	14%	23	23%	13	13%	19	19%
2-	Social Strategy22 (7)	76	76%	6	6%	4	4%	9	9%	5	5%
3-	Social Strategy33 (8)	4	4%	9	9%	25	25%	44	44%	18	18%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Memory Strategy1	7	7%	5	5%	6	6%	3	3%	79	79%
2-	Memory Strategy2	4	4%	6	6%	6	6%	6	6%	78	78%
3-	Memory Strategy3	6	6%	15	15%	30	30%	30	30%	19	19%
4-	Memory Strategy4	0	0%	11	11%	26	26%	29	29%	34	34%
5-	Memory Strategy5	0	0%	4	4%	15	15%	24	24%	57	57%
6-	Memory Strategy6	43	43%	20	20%	14	14%	13	13%	10	10%
7-	Memory Strategy7	78	78%	8	8%	8	8%	2	2%	4	4%
8-	Memory Strategy8	26	26%	51	51%	17	17%	5	5%	1	1%
9-	Memory Strategy9	5	5%	46	46%	24	24%	17	17%	8	8%
10-	Memory Strategy10	2	2%	30	30%	38	38%	18	18%	12	12%
11-	Memory Strategy11	18	18%	43	43%	26	26%	10	10%	3	3%
12-	Memory Strategy12	4	4%	5	5%	9	9%	5	5%	77	77%
13-	Memory Strategy13	9	9%	7	7%	5	5%	4	4%	75	75%
14-	Memory Strategy14	4	4%	27	27%	41	41%	13	13%	15	15%
15-	Memory Strategy15	3	3%	28	28%	47	47%	10	10%	12	12%
16-	Memory Strategy16	6	6%	3	3%	5	5%	6	6%	80	80%
17-	Memory Strategy17	3	3%	5	5%	6	6%	8	8%	78	78%
18-	Memory Strategy18	14	14%	55	55%	16	16%	8	8%	7	7%
19-	Memory Strategy19	5	5%	7	7%	5	5%	9	9%	74	74%
20-	Memory Strategy20	4	4%	12	12%	32	32%	45	45%	7	7%
21-	Memory Strategy21	9	9%	9	9%	27	27%	50	50%	5	5%
22-	Memory Strategy22	5	5%	7	7%	31	31%	50	50%	7	7%
23-	Memory Strategy23	7	7%	8	8%	31	31%	49	49%	5	5%
24-	Memory Strategy24	9	9%	11	11%	30	30%	46	46%	4	4%
25-	Memory Strategy25	59	59%	13	13%	11	11%	13	13%	4	4%
26-	Memory Strategy26	25	25%	29	29%	25	25%	16	16%	5	5%
27-	Memory Strategy27	27	27%	37	37%	16	16%	13	13%	7	7%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Cognitive Strategy1	1	1%	3	3%	6	6%	6	6%	84	84%
2-	Cognitive Strategy2	4	4%	7	7%	6	6%	3	3%	80	80%
3-	Cognitive Strategy3	7	7%	8	8%	4	4%	77	77%	4	4%
4-	Cognitive Strategy4	16	16%	7	7%	6	6%	70	70%	1	1%
5-	Cognitive Strategy5	8	8%	6	6%	5	5%	8	8%	73	73%
6-	Cognitive Strategy6	10	10%	9	9%	7	7%	14	14%	60	60%
7-	Cognitive Strategy7	14	14%	6	6%	5	5%	33	33%	42	42%
8-	Cognitive Strategy8	11	11%	11	11%	13	13%	36	36%	29	29%
9-	Cognitive Strategy9	7	7%	9	9%	6	6%	40	40%	33	33%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Metacognitive Strategy1	3	3%	5	5%	3	3%	4	4%	85	85%
2-	Metacognitive Strategy2	4	4%	7	7%	11	11%	19	19%	59	59%
3-	Metacognitive Strategy3	5	5%	8	8%	5	5%	20	20%	62	62%
4-	Metacognitive Strategy4	7	7%	9	9%	6	6%	13	13%	65	65%
5-	Metacognitive Strategy5	4	4%	5	5%	7	7%	7	7%	77	77%

Third year students:

1- Discovery strategies:

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Determination Strategy1	3	3%	9	9%	14	14%	14	14%	60	60%
2-	Determination Strategy2	5	5%	12	12%	28	28%	26	26%	29	29%
3-	Determination Strategy3	17	17%	11	11%	8	8%	21	21%	43	43%
4-	Determination Strategy4	17	17%	6	6%	13	13%	24	24%	40	40%
5-	Determination Strategy5	3	3%	6	6%	18	18%	23	23%	50	50%
6-	Determination Strategy6	4	4%	11	11%	11	11%	7	7%	67	67%
7-	Determination Strategy7	5	5%	4	4%	14	14%	14	14%	63	63%
8-	Determination Strategy8	22	22%	10	10%	11	11%	43	43%	14	14%
9-	Determination Strategy9	34	34%	9	9%	10	10%	41	41%	6	6%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Social Strategy1	24	24%	12	12%	6	6%	10	10%	48	48%
2-	Social Strategy2	10	10%	11	11%	16	16%	13	13%	50	50%
3-	Social Strategy3	12	12%	10	10%	16	16%	13	13%	49	49%
4-	Social Strategy4	9	9%	11	11%	45	45%	23	23%	12	12%
5-	Social Strategy5	12	12%	12	12%	52	52%	17	17%	7	7%

Consolidation strategies:

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Social Strategy11 (6)	10	10%	12	12%	50	50%	15	15%	13	13%
2-	Social Strategy22 (7)	72	72%	9	9%	14	14%	4	4%	1	1%
3-	Social Strategy33 (8)	14	14%	10	10%	24	24%	35	35%	17	17%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Memory Strategy1	9	9%	8	8%	13	13%	10	10%	60	60%
2-	Memory Strategy2	9	9%	11	11%	14	14%	7	7%	59	59%
3-	Memory Strategy3	2	2%	24	24%	33	33%	15	15%	26	26%
4-	Memory Strategy4	3	3%	17	17%	35	35%	27	27%	18	18%
5-	Memory Strategy5	3	3%	10	10%	33	33%	36	36%	18	18%
6-	Memory Strategy6	26	26%	27	27%	38	38%	4	4%	5	5%
7-	Memory Strategy7	58	58%	10	10%	17	17%	9	9%	6	6%
8-	Memory Strategy8	15	15%	24	24%	44	44%	7	7%	10	10%
9-	Memory Strategy9	12	12%	14	14%	37	37%	30	30%	7	7%
10-	Memory Strategy10	5	5%	6	6%	44	44%	24	24%	21	21%
11-	Memory Strategy11	19	19%	17	17%	41	41%	15	15%	8	8%
12-	Memory Strategy12	6	6%	3	3%	14	14%	13	13%	64	64%
13-	Memory Strategy13	23	23%	4	4%	13	13%	8	8%	52	52%
14-	Memory Strategy14	10	10%	36	36%	26	26%	8	8%	20	20%
15-	Memory Strategy15	6	6%	32	32%	32	32%	7	7%	23	23%
16-	Memory Strategy16	5	5%	11	11%	7	7%	10	10%	67	67%
17-	Memory Strategy17	4	4%	8	8%	7	7%	10	10%	71	71%
18-	Memory Strategy18	39	39%	27	27%	11	11%	14	14%	9	9%
19-	Memory Strategy19	22	22%	9	9%	11	11%	8	8%	50	50%
20-	Memory Strategy20	17	17%	13	13%	22	22%	33	33%	15	15%
21-	Memory Strategy21	18	18%	19	19%	25	25%	31	31%	7	7%
22-	Memory Strategy22	12	12%	24	24%	19	19%	35	35%	10	10%
23-	Memory Strategy23	9	9%	12	12%	31	31%	37	37%	11	11%
24-	Memory Strategy24	13	13%	16	16%	30	30%	28	28%	13	13%
25-	Memory Strategy25	37	37%	21	21%	20	20%	12	12%	10	10%
26-	Memory Strategy26	13	13%	13	13%	30	30%	32	32%	12	12%
27-	Memory Strategy27	13	13%	24	24%	40	40%	13	13%	10	10%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Cognitive Strategy1	4	4%	6	6%	9	9%	15	15%	66	66%
2-	Cognitive Strategy2	4	4%	6	6%	12	12%	15	15%	63	63%
3-	Cognitive Strategy3	21	21%	10	10%	10	10%	42	42%	17	17%
4-	Cognitive Strategy4	30	30%	8	8%	12	12%	41	41%	9	9%
5-	Cognitive Strategy5	6	6%	10	10%	10	10%	22	22%	52	52%
6-	Cognitive Strategy6	11	11%	7	7%	24	24%	11	11%	47	47%
7-	Cognitive Strategy7	30	30%	8	8%	11	11%	16	16%	35	35%
8-	Cognitive Strategy8	14	14%	9	9%	27	27%	31	31%	19	19%
9-	Cognitive Strategy9	15	15%	5	5%	23	23%	36	36%	21	21%

No	VLS	I never used this strategy		I do use this strategy, but it's not a main strategy		I do this about half the time.		I do this often – it's one of my main strategies.		I always use this strategy.	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1-	Metacognitive Strategy1	3	3%	5	5%	5	5%	6	6%	81	81
2-	Metacognitive Strategy2	12	12%	8	8%	11	11%	20	20%	49	49
3-	Metacognitive Strategy3	15	15%	13	13%	11	11%	19	19%	42	42
4-	Metacognitive Strategy4	15	15%	8	8%	17	17%	15	15%	45	45
5-	Metacognitive Strategy5	1	1%	8	8%	13	13%	9	9%	69	69

Appendix 7: The learners' questionnaire 2:

Learners' Questionnaire 2

⊗ **Gender:** Male Female

⊗ **Age:** 18 - 19 - 20 - 21 - 22

⊗ **Year:** First - Second - Third

⊗ How long have you been learning English as a foreign language?

0-1 / 2-3 / 4-5 / 6-7 / 8+

⊗ Have you studied English or lived in an English speaking country?

Yes - No

⊗ Have you taken an English exam before?

IELTS / TOFEL / Other _____

⊗ Which of the following do you think influence your choice and use of vocabulary learning strategies? (you can tick three answers)

Age

sex (gender)

personalities of teachers

motivation

level of study

the curriculum (content) of the English lessons

specific teaching methods

class activities

class size

other (please mention): _____.

For each statement, you can choose one of the following responses. Tick the response that best describes how you learn:-

Item	Learning experience	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
1-	Once the novelty of learning vocabulary is gone, I easily become impatient with it.						
2-	When I feel stressed about vocabulary learning, I know how to reduce this stress.						
3-	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.						
4-	When learning vocabulary, I have special techniques to achieve my learning goals.						
5-	When learning vocabulary, I have special techniques to keep my concentration focused.						
6-	I feel satisfied with the methods I use to reduce the stress of vocabulary learning.						
7-	When learning vocabulary, I believe I can achieve my goals more quickly than expected.						
8-	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.						
9-	When learning vocabulary, I think my methods of controlling my concentration are effective.						
10-	When learning vocabulary, I persist until I reach the goals that I make for myself.						
11-	When it comes to learning vocabulary, I have my special techniques to prevent procrastination						
12-	When I feel stressed about vocabulary learning, I simply want to give up.						
13-	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals						
14-	When learning vocabulary, I know how to arrange the environment to make learning more efficient.						
15-	When I feel stressed about my vocabulary learning, I cope with this problem immediately.						

Item	Learning experience	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
16-	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.						
17-	When learning vocabulary, I am aware that the learning environment matters.						
18-	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.						
19-	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.						
20-	When I study vocabulary, I look for a good learning environment.						

Thank You!

Appendix 8: The results of learners questionnaire 2:

*N-L = number of learners = 75

No	Rank	Type of Control	SRVoc	Strongly agree		Agree		Partly agree		Slightly disagree		Disagree		Strongly disagree	
				N-L*	%	N-L	%	N-L	%	N-L	%	N-L	%	N-L	%
1	19	Satiation control 1	Once the novelty of learning vocabulary is gone, easily become impatient with it.	3	4%	15	20%	14	18.7%	16	21.3%	21	28%	6	8%
2	15	Emotion control 1	When I feel stressed about vocabulary learning, I know how to reduce this stress.	7	9.3%	47	62.7%	13	17.3%	6	8%	2	2.7%	0	0%
3	8	Environmental control 1	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.	21	28%	33	44%	15	20%	5	6.7%	0	0%	1	1.3%
4	3	Commitment control 1	When learning vocabulary, I have special techniques to achieve my learning goals.	24	32%	38	50.7%	8	10.7%	3	4%	2	2.7%	0	0%
5	5	Metacognitive control 1	When learning vocabulary, I have special techniques to keep my concentration focused.	16	21.3%	43	57.3%	14	18.7%	1	1.3%	1	1.3%	0	0%
6	13	Emotion control 2	I feel satisfied with the methods I use to reduce the stress of vocabulary learning.	16	21.3%	33	44%	18	24%	6	8%	0	0%	2	2.7%
7	10	Commitment control 2	When learning vocabulary, I believe I can achieve my goals more quickly than expected.	19	25.3%	37	49.3%	11	14.7%	7	9.3%	1	1.3%	0	0%
8	18	Satiation control 2	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.	6	8%	42	56%	14	18.7%	9	12%	4	5.3%	0	0%
9	6	Metacognitive control 2	When learning vocabulary, I think my methods of controlling my concentration are effective.	20	26.7%	38	50.7%	11	14.7%	5	6.7%	0	0%	1	1.3%
10	14	Commitment control 3	When learning vocabulary, I persist until I reach the goals that I make for myself.	16	21.3%	38	50.7%	12	16%	3	4%	3	4%	3	4%
11	16	Metacognitive control 3	When it comes to learning vocabulary, I have my special techniques to prevent procrastination	6	8%	46	61.3%	15	20%	6	8%	2	2.7%	0	0%
12	20	Emotion control 3	When I feel stressed about vocabulary learning, I simply want to give up.	2	2.7%	3	4%	9	12%	17	22.7%	24	32%	20	26.7%
13	11	Commitment control 4	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals	16	21.3%	41	54.7%	13	17.3%	4	5.3%	0	0%	1	1.3%
14	9	Environmental control 2	When learning vocabulary, I know how to arrange the environment to make learning more efficient.	16	21.3%	39	52%	17	22.7%	2	2.7%	1	1.3%	0	0%
15	17	Metacognitive control 4	When I feel stressed about my vocabulary learning, I cope with this problem immediately.	10	13.3%	42	56%	13	17.3%	7	9.3%	2	2.7%	1	1.3%
16	4	Emotion control 4	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.	20	26.7%	41	54.7%	10	13.3%	3	4%	1	1.3%	0	0%
17	2	Environmental control 3	When learning vocabulary, I am aware that the learning environment matters.	24	32%	39	52%	8	10.7%	2	2.7%	1	1.3%	1	1.3%
18	12	Satiation control 3	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.	20	26.7%	30	40%	14	18.7%	8	10.7%	3	4%	0	0%
19	7	Satiation control 4	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.	19	25.3%	36	48%	14	18.7%	6	8%	0	0%	0	0%
20	1	Environmental control 4	When I study vocabulary, I look for a good learning environment.	57	76%	7	9.3%	6	8%	4	5.3%	0	0%	0	0%

Appendix 9: The teachers' questionnaire:

Questionnaire

★ Please complete this part of the questionnaire first:-

1) Gender: M - F

2) Age: 25 – 30 / 30 – 35 / 35 – 40 / over 40

3) Have you studied English or lived in an English speaking country? Yes - No

4) Which year do you teach? First / Second / Third

5) What degree do you have? BA / MA / Ph D

6) How long have you been teaching English as a foreign language?

1 – 5 / 5 – 10 / 15 – 20 / 20 - 25 / more than 25

7) How often do you watch/listen programmes in English?

Always / often / sometimes / usually / never

8) Did you attend a teaching training course?

No / Yes - Name of course: _____

9) Have you taken an English exam before?

IELTS / TOFEL / Other _____

10) Which of the following do you think influence your and your learners' choice and use of vocabulary learning strategies? (you can tick more than one answer)

Age

sex (gender)

learners' motivation

level of learners

the curriculum (content) of the English lessons

specific teaching methods

class activities

class size

personalities of teachers

other (please mention): _____.

★ Foreign language vocabulary can be learnt and taught in various ways. The aim of this questionnaire is to find out how YOU learn and teach English words (vocabulary). For each statement, you can choose one of the following responses. Tick the response that best describes how you learn or teach:-

No	Vocabulary learning strategies	Never	usually	sometimes	often	always
1-	I try to use a new word in a sentence structure correctly.					
2-	I analyse word parts in order to guess the meaning of a word.					
3-	I look for similar words in my first language.					
4-	If I cannot remember a word in conversations, I use gestures.					
5-	I try to guess the meaning of a new word from context.					
6-	I use a bilingual dictionary (English – Arabic Dictionary)					
7-	I use a monolingual dictionary (English – English Dictionary).					
8-	I make words lists.					
9-	I use words in different situations to show their different meanings.					
10-	I pick up words from English language media (songs, movies, newscasts, TV programmes, films, etc.)					
11-	I make word cards.					
12-	My learners ask for an L1 translation.					
13-	My learners ask for a similar word of the new word.					
14-	I correct my students' word cards, notebooks and their vocabulary lists.					
15-	I explain my lessons in English all time.					
16-	I explain the meaning of a word with pictures, drawings, etc.					
17-	I connect an image with a word's meaning.					
18-	I connect words with other words with similar or opposite meaning.					
19-	I try to give the word's associates in English in a diagram.					
20-	I group words in a sort of pattern.					
21-	I group words together in a story.					
22-	I give my learners a vocabulary test every week.					
23-	If I explain a new word in class, my learners immediately repeat after me.					
24-	I prepare the vocabulary section in the textbook before class.					
25-	I write my explanation in my teaching diary every lecture.					
26-	I keep words in a separate vocabulary notebook.					
27-	If I encounter an unknown word, I ignore it.					

★ Please complete and write more information in this part of the questionnaire:-

1. What other strategies (not mentioned above) do you use to learn and teach English?

Thank you very much

Appendix 10: The results of the teachers' questionnaire:

No	VLS	VLS	Never		Usually		Sometimes		Often		Always	
			N-T*	%	N-T	%	N-T	%	N-T	%	N-T	%
1	VLS1	I try to use a new word in a sentence structure correctly.	0	0%	5	25%	4	20%	3	15%	8	40%
2	VLS2	I analyse word parts in order to guess the meaning of a word.	1	5%	5	25%	8	40%	0	0%	6	30%
3	VLS3	I look for similar words in my first language.	4	20%	3	15%	4	20%	3	15%	6	30%
4	VLS4	If I cannot remember a word in conversations, I use gestures.	5	25%	6	30%	5	25%	1	5%	3	15%
5	VLS5	I try to guess the meaning of a new word from context.	1	5%	3	15%	2	10%	3	30%	11	55%
6	VLS6	I use a bilingual dictionary (English – Arabic Dictionary)	3	15%	5	25%	4	20%	1	5%	7	35%
7	VLS7	I use a monolingual dictionary (English – English Dictionary).	0	0%	1	5%	3	15%	1	5%	15	75%
8	VLS8	I make words lists.	2	10%	5	25%	7	35%	2	10%	4	20%
9	VLS9	I use words in different situations to show their different meanings.	0	0%	2	10%	9	45%	5	30%	4	20%
10	VLS10	I pick up words from English language media (songs, movies, TV, etc)	2	10%	4	20%	4	20%	0	0%	10	50%
11	VLS11	I make word cards.	4	20%	4	20%	6	30%	4	20%	2	10%
12	VLS12	My learners ask for an L1 translation.	1	5%	2	10%	2	10%	2	10%	13	65%
13	VLS13	My learners ask for a similar word of the new word.	1	5%	2	10%	7	35%	3	15%	7	35%
14	VLS14	I correct my students word cards, notebooks and their vocabulary lists.	1	5%	3	15%	2	10%	6	30%	8	40%
15	VLS15	I explain my lessons in English all time.	1	5%	6	30%	3	15%	4	20%	6	30%
16	VLS16	I explain the meaning of a word with pictures, drawings, etc.	3	15%	1	5%	5	25%	5	25%	6	30%
17	VLS17	I connect an image with a word's meaning.	2	10%	3	15%	4	20%	9	45%	2	10%
18	VLS18	I connect words with other words with similar or opposite meaning.	1	5%	3	15%	3	15%	4	20%	9	45%
19	VLS19	I try to give the word's associates in English in a diagram.	6	30%	4	20%	5	25%	4	20%	1	5%
20	VLS20	I group words in a sort of pattern.	3	15%	4	20%	8	40%	5	25%	0	0%

21	VLS21	I group words together in a story.	9	45%	2	10%	3	15%	3	15%	3	15%
22	VLS22	I give my learners a vocabulary test every week.	4	20%	3	15%	7	35%	3	15%	3	15%
23	VLS23	If I explain a new word in class, my learners immediately repeat after me.	2	10%	7	35%	3	15%	4	20%	4	20%
24	VLS24	I prepare the vocabulary section in the textbook before class.	0	0%	2	10%	4	20%	2	10%	12	60%
25	VLS25	I write my explanation in my teaching diary every lecture.	1	5%	3	15%	3	15%	3	15%	10	50%
26	VLS26	I keep words in a separate vocabulary notebook.	5	25%	4	20%	2	10%	2	10%	7	35%
27	VLS27	If I encounter an unknown word, I ignore it.	14	70%	2	10%	3	15%	1	5%	0	0%

* N-T = Number of Teachers = 20 teachers

Appendix 11: The teachers' interviews questions:

Questions for the teachers' interview

Name: _____

Q- Do you use Arabic in your classes? Is it necessary?

Q- How much Arabic do you use?

Q- What make you use Arabic? Give reasons.

- about general vocabulary learning

Q- What factors make a word easy/difficult to learn?

Q- Do you have any special strategies used in learning new vocabulary?

Q- What are the major characteristics or factors of a good language learner in learning vocabulary?

- about vocabulary learning strategies:-

Q- What do you know about 'vocabulary learning strategies'?

Q- Do you think vocabulary learning strategies are important in learning vocabulary? And why?

Q- What kinds of vocabulary learning strategies do you teach or promote in your classroom? Which ones that work best for your students and which don't?

Q- What differences you can find in use of vocabulary learning strategies between your learners due to gender, level of language proficiency and age?

Q- Can vocabulary learning strategies help your learners to improve the vocabulary learning? And how?

Q- Have you received any vocabulary strategy training? If your answer is yes, do you think that this training can help you more effectively?

Q- What type of technological equipment do you use inside the classroom in teaching vocabulary?

- about stimulated recall methodology:-

Q- Have you heard or used 'stimulated recall methodology before?

Q- What can you say about it?

Appendix 12: An example of the teachers' interview:

Teacher Interview-1-	Time: 15:48
R: What is your name?	
T: _____	
R: How old are you?	
T: 27	
R: What is your nationality? Gender?	
T: Libyan. Female.	
R: What is your specialization?	
T: I teach vocabulary through literature.	
R: Do you use Arabic in your class?	
T: Yes. Sometimes.	
R: How much Arabic do you use?	
T: 30%.	
R: Do you think the students understand more when you use Arabic?	
T: No. But I use it when I feel that the students cannot understand a new word with all ways of	
teaching as pictures, miming, using context, so I have to say it in Arabic.	
R: So this makes them understand better?	
T: Not more better but sometimes Arabic is used to make them understand.	
R: When you have a word and you want to explain it do you at once give the meaning in Arabic or try	
something else?	
T: No, the last thing I use is Arabic. (1)I try to use other ways as guessing through context, and (2)	
connect and give other same meanings (synonyms) and the opposite meaning (antonyms).If the	
students, after using all these ways don't understand, I have to say it in Arabic.	
R: Do you think if the students used Arabic as a strategy is better for them or not?	
T: I think because Arabic is our mother tongue so when we learn words we have to look for its Arabic	
equivalent but not that much important.	
R: Do your students always ask you for translation?	
T: I use Arabic when my students don't understand.	
R: What factors make a word easy to learn? Or to understand?	
T: 1- The spelling of the word. If the word is written as the same way it is pronounced so it is easy.	
2- The length of the word – short terms are easiest to learn.	
3- Complexity of a word – if the word is complex as medical terms will be difficult.	
I think all those affect my learning of words.	

R: Do you have special strategies?

T: I guess the meaning from context. I write examples. I try to put the words in a context in order to remember it. Before all this, I see which part of speech the word belongs to as verbs, nouns, adjectives, etc. Then I use it in a context I do it.

R: What are the learners' characteristics?

T: Yes, they are learners' factors. There are many factors as motivation, aptitude, attitude, learners' personality, etc. All those, if they are used together, they help the learners in learning the language. There are many other external factors but those are the internal factors for the learners.

R: What can you say about vocabulary learning strategies?

T: As a learner or a teacher?

R: First learner.

T: They are ways as guessing from context.

R: Why do we use them?

T: They are used according to the learners' self-learning. From my experience, each student has his own strategies. (3) When I was teaching I can see my students writing lists of words in a separate notebook. There are some students who put the same meaning of the words or the opposite meaning. (4) I used to connect a word with a picture. I also connect the words with my personal experience; for example, I connect the words with my personal things as in my house. Sometimes, I put words in a story that I personally have so it is easy for me to connect the meaning.

R: Do you think those strategies are important? Do you need them in order to learn?

T: Yes, I need them. But I am not going to use all of the strategies together. Every learner has his or her own strategies. For example, some learners use word lists, connect to a picture, and make cards (I used this when I was young). I write words in cards and now I used to teach my students how to use cards not only young learners but also with beginners (who learn English for the first time). I draw a picture of a word in order to explain the meaning such as a picture of a cat or a dog. Those ways make learning vocabulary very easy.

R: OK. There are many strategies which of those strategies can be used in the classroom?

T: I once read about something interesting which is about ① interesting word world. This is about preparing a board card with many small papers on it and the teacher asks the students to write the most interesting words that they learnt today, for example, when I teach literature, I give my students a story or a poem. There are many new words inside them. There is another way called ② vocabulary box. This way works with shy students when they face or encounter a difficult word and they cannot ask their teacher about the meaning of the word. So the teacher asks the students to write the difficult words on a paper and put the papers in the box. Then the teacher takes the box and start explaining the words. Here the teacher doesn't know whose word is this. Those are the newest techniques in learning vocabulary. Beside the traditional technique the teachers use is to write the new words on the blackboard and explain the meaning before reading the text. In my MA thesis, I wrote about a technique, I usually use during my teaching which is underlining the known words and the students try to define them from context.

R: Are there any difference in the use of VLS between the students because of gender, level of proficiency, and age?

T: Concerning vocabulary, there are differences: Between females and males, females are better than males in learning vocabulary especially words of emotions and feelings. While males are better in learning and using words related to adventure and music (rock and pop). When I was a student, the teacher asked the students to write about a topic. Most of the males talked about those topics as space, music, etc. The females talked about love poems and different short stories.

R: Do you think those strategies help and improve the students?

T: Which strategies? The vocabulary learning strategies are used in learning vocabulary.

R: Yes. For example, the strategy of lists of words does it help to improve vocabulary or not?

T: This depends on the learners' motivation. If they want to learn a word for future, they have to use many strategies as lists of words, and others. The students learn words only for the exam not for learning.

R: Are you trained?

T: Yes.

R: Where?

T: I had a training course in Al-Huria School. Then I had another training course in Majd Al-Arab Institute. The course was called Teacher-Training course. The first course was 5 months long and the teachers were Libyans as Dr. Tarek Al-Bishti, Fatima Abosrewel, and others from the university. Then English teachers from Garnet Company trained us for six months. The first three months were about micro-teaching, classroom management, lesson planning, etc. Then the three other months were TKT (Teaching Knowledge Test) in 2002. I had the three modules of the TKT and I got 4 in module 1, 3 in module 2, and 3 in module 3.

R: Do you think the teachers are better when they are trained or not?

T: Yes, of course. When I graduated from the university, I didn't have practice or a training course, so when I taught I used the traditional ways of teaching that my old teachers used. Then after the two training courses, and my MA in Applied Linguistics, I changed my way of teaching.

R: So, the trained teachers are better, and they have more experience about new methods and ways of teaching in the world?

R: There is something called "stimulated recall methodology"? Do you know it? How do you use this method to assess your students' vocabulary strategies?

T: I think this is to give feedback on my teaching. I sometimes ask my students to review my way of teaching in order to know if they like it or not. I ask them when I teach I do so and so did you like

it? Then they give me their opinions. Sometimes I ask them to tell me what, how and why they learnt vocabulary in this way.

R: How do you / What do you use to recall them?

T: How?

R: How do you know that you are recalling them?

T: For vocabulary learning, I use the same strategy and show it to my students and ask them about this way. I bring cards and write the words on the board and ask them to match the words with the cards in order to make them remember the words that I used before. I also use a tape recorder and I make them listen to the song and fill the gaps. Then I use it again with other words in order to remember them. I ask them about the part of speech this word is from. I always try to make them remember the words and their meaning.

R: Now and in the future, what are the technological equipment do you use?

T: For teaching vocabulary, I prefer using the words' box, understanding the context, and giving examples. I depend on the learner in using the ways of teaching. It is fine, if not I will try to create something new.

R: Do you want to say something else?

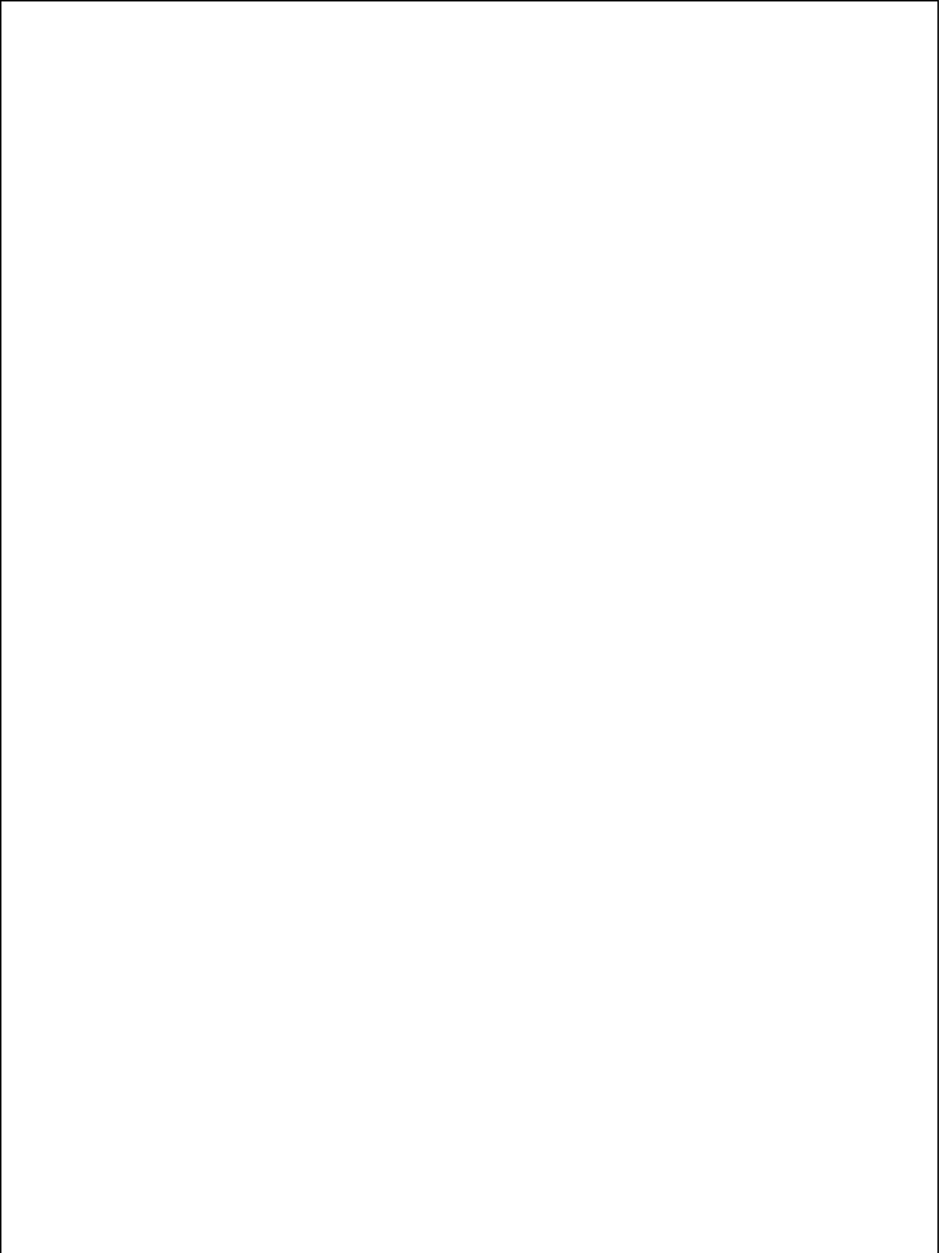
T: No, thank you.

R: Thank you.

Appendix 13: The form of the teachers' diary:

Lesson plan for the teachers' diary study

Lesson:		
Date of the lesson:		Length of Lesson:
Objectives:		
Strategies used:		
Problems and solutions:		
Materials:		
Time	Activities	Student/teacher
Feedback after lesson (evaluation):		
Notes:		



Appendix 14: The observation notes of the three lessons:

Lesson 1:

Year: Second	Class: B	Lesson: Vocabulary 2	Time: 1:00
VLS:			
<p>1- Studying in groups</p> <p>2- Using the words in sentences and giving examples.</p> <p>3- Analyzing any available pictures.</p> <p>4- Connecting the words to their synonyms by using cards.</p> <p>5-Guessing the meaning from the textual context</p>			
Observational notes:			
<p>■ The teacher started his lesson and divided the students into 5 groups.</p> <p>■ Then he and the students talked about a picture of different animals and gave examples on most of them.</p> <p>■ The teacher and the students discussed different questions such as:</p> <p>Q) Are Animals dangerous? Which ones (tigers/ lions/ cheetah)?</p> <p>Q) What is your favourite animal?</p> <p>Q) What can you see in the picture? Do you like this animal?</p> <p>■ The teacher usually asks the students for synonyms of certain words (complex = complicated).</p> <p>■ The teacher writes on the board the new words, and tries to explain its meaning by asking other questions. (intelligent = clever) which part of speech is it?</p> <p>■ The students guess the answers and try to give examples in groups.</p> <p>■ The teacher used a synonyms chart of a group of words. He asked to students to connect the words with the words' card of its same meaning.</p> <p>Remove = Extract Dim = Dumb Recognize = Identify</p> <p>Swoop = fit down Immense = Vast Supported = Back up</p> <p>Opinion = View Recall = Remember Smashes = Breaks</p> <p>Gifted = Intelligent Gather = Collect</p> <p>■ The teacher and students spent more than 20 on this activity.</p> <p>■ The students then started to read a text about Parrots and the teacher sometimes asks questions about certain words' meaning.</p>			

Lesson 2:

Year: Third	Class: A	Lesson: Vocabulary 3-1	Time: 1:00
VLS:			
1- Analyse the part of speech. 2- Analyse affixes (such as prefixes and suffixes) and roots 3- Using the new words in sentences and giving examples. 4- Connect the word with its synonyms or antonyms. 5- Connect the meaning of the words through their pictures			
Observational notes:			
<ul style="list-style-type: none">■ The text was about (communication).■ The teacher started to warm up the students by asking them about the importance of talking to each other.■ The students suggested many reasons, such as to exchange and share information.■ The teacher and students discussed many other questions as: Q) Why is it important to communicate? Q) How can we communicate? Q) Can we live without communication? Q) What are the systems of communication?■ The teacher concentrated on the prefixes and suffixes of the words and their part of speech and writes on board. Com + m + unity communicate (v) = communication (n)■ The students give examples about the new words.■ The teacher and students talked about languages and communications.■ Then the teacher asked the students to read a text about (communication). The teacher sometimes asks for a synonym of certain words such as: Predict = Expect = Anticipate Or give the part of speech of some words: Predict = Prediction Communicate = Communication Decide = Decision Explain = Explanation Discuss = Discussion■ The teacher asks the students to put the words in new sentences: I decided to go out. I made a decision.			

Lesson 3:

Year: Third	Class: C	Lesson: Vocabulary 3-2	Time: 1:00
VLS:			
1- The use of dictionary: a) The use of monolingual dictionary. b) The use of bilingual dictionary. c) The use of electronic dictionary.			
2- Connecting the words to their synonyms.			
3- Guess the meaning through its textual context and by analyzing the parts of speech.			
4- The teacher asks questions to check students' understanding.			
Observational notes:			
■ All over the lesson, the teacher started to explain a text about Advertisements and asked the students to read.			
■ The teacher asks the students about the meaning of some words while they read and they try to guess the meaning from the context or they use their electronic dictionaries.			
■ The teacher also asks the students about the part of speech of certain words as:			
To advertise = (v) Advertisement = (n)			
To announce = (v) Announcement = (n)			

Appendix 15: Vocabulary learning activities from *English for Libya*:

- VS 1 = Determination strategy 1- (Analyse part of speech – the use of grammar):

B Complete the table with the missing words.

verbs	noun	adjectives
resist		
		curable / incurable
bite		X
		infectious

B Match the verbs and nouns.

1. contaminate	a) a machine
2. cover up	b) an accident
3. evacuate	c) gas
4. generate	d) land
5. monitor	e) people
6. operate	f) power
7. release	g) radiation

B Complete the table with the missing words.

verb	noun	adjective
welcome		welcoming
	entertainment	
	organization	
enjoy		
		prepared
		relaxed/ing

B Choose the correct word to complete each sentence.

- I am good _____ languages.
a) in b) at c) for
- I am interested _____ different languages.
a) in b) at c) for
- I enjoy _____ English books.
a) reading b) read c) to read
- I'm not afraid _____ speaking English.
a) with b) of c) at
- It's important to _____ mistakes when you learn a language.
a) do b) have c) make
- I enjoy _____ discussions in English.
a) doing b) having c) making
- I will _____ study English at university.
a) definitely b) unlikely c) probable
- I think _____ is the most difficult skill in English.
a) writing b) write c) written
- I always _____ my homework.
a) do b) have c) make
- I am never late _____ English lessons.
a) at b) on c) for

Lesson 3: Vocabulary

A Which prepositions go with these expressions? Choose from the list below.

in from to about of

1. different _____
2. similar _____
3. afraid _____
4. interested _____
5. worried _____

B Use prepositional phrases from Course Book page 56 to complete these sentences.

1. What's the _____ a cheetah and a leopard?
2. All countries in the Arab World have the language _____.
3. There are a lot of different _____ fruit: pears, oranges, bananas, etc.
4. Should I send it _____ or e-mail it to you?
5. She's very _____ maths. She always gets top marks.
6. You should not drive a car and use a phone _____.
7. It is old, but it is _____. You should buy it.
8. There's a food shop _____.

C Answer these questions for yourself.

1. Are you more similar to your father or to your mother? _____
2. What are you afraid of? _____
3. Is your book/car/house in good condition? _____
4. Can you listen to music and read at the same time? _____

C Choose the correct word to complete each sentence. C

1. What would you wish for if you _____ three wishes?
a) have b) would have c) had
2. If I had grown up in Japan, I _____ American English.
a) would have learnt b) had learnt c) would learn
3. He _____ a better job if he improves his English.
a) gets b) will get c) is getting
4. I wish I _____ before I said that.
a) have thought b) thought c) had thought
5. If she _____ asleep, she wouldn't have missed the bus.
a) had fallen b) hadn't fallen c) fell
6. I wish I _____ speak perfect English.
a) could b) can c) would can

Lesson 3: Vocabulary: Verb collocations

A Complete the table. Put the words from the box in the correct column.

a mistake work/homework a break a guess sport damage 220 kph
 a choice a haircut a discussion a problem a suggestion ~~a headache~~
 an experiment a drawing your best a drink ~~a phone call~~ ~~a favour~~
 a decision breakfast a rest a noise an appointment

make	do	have
a phone call	a favour	a headache

B What are the three forms of the verbs *make*, *do* and *have*? Complete the table.

infinitive	past simple	past participle
	made	
to do		
		had

C Complete the sentences with a phrase from Exercise A above. You will need to change the verbs *make*, *do* or *have* into the correct form.

Example: My hair's short because I've just had a haircut.

- I phoned this morning and _____ to see the doctor.
- I'm tired. I'm going to _____.
- This car can _____.
- Has the storm _____ much _____?
- We've been working for five hours and we haven't _____!
- OK, I've _____, I want that one.
- If I didn't know the answer, I _____ just _____. Sometimes I was right.
- Scientists _____ for years before they found the answer.
- Can I borrow your mobile? I need to _____.
- I didn't feel very well. I _____ and a high temperature.

- VS 2 = Determination strategy 2 – (Analyse affixes and roots):

A Complete these words, which all have a common root.

1. a device for picking up and reproducing sound radio
2. the distance from the centre to the outside of a circle rad
3. to spread out in all directions rad
4. energy, including heat and light, emitted by a nuclear reaction rad
5. a device for heating a room rad
6. harmful emissions from a nuclear reaction rad

A What are the opposite of the adjectives in the box? Complete the table with the adjectives in the correct column. There are three of each type.

pure	metallic	scientific	frequent	reliable	perfect	resistant	effective
possible	protected	accurate	renewable				

im-	un-	in-	non-

B Complete these sentences with adjectives from the table in Exercise A.

1. Iron ore is an _____ form of the metal iron.
2. Coal is an example of a _____ resource.
3. The readings were _____ and so the experiment had to be repeated.
4. It is _____ to predict what will happen to the spread of malaria in the future.
5. Perhaps drugs such as chloroquine will become completely _____ against malaria.
6. Muna suffered bad burns because her hands were _____ when carrying out the experiment.
7. Carbon, nitrogen and oxygen are all examples of _____ elements.
8. Yellow or brown diamonds are considered to be _____ and less valuable than white diamonds.

- VS 3 = Determination strategy 5 – (Guess from text / context)

B Guess the correct answer to each question.

1. How many languages are there in the world?
a) 200 b) 450 c) 4,500
2. How many languages are used in India?
a) 80 b) 200 c) 800
3. How many words are there in the English Language?
a) 10,000 b) 100,000 c) 800,000
4. How many people in the world speak English fluently?
a) 1 billion b) 6 billion c) 10 billion

C Guess the meaning of:

1. constantly
2. cot
3. put to bed
4. pupils
5. put into perspective
6. founder
7. sensitivity
8. left (by my aunt)
9. scholarship
10. turned away
11. tell (if your child is highly intelligent)
12. introverted

D Work out or guess the differences between:

1. a host and a hostess
2. a buffet and a sit-down meal
3. small talk and a conversation
4. a visitor and a guest

- VS 4 = Determination strategy 7 - (the use of monolingual dictionary):

Lesson 9: Icebergs

A Read again the text in Exercise D on Course Book page 26. Then write the underlined words by the correct definitions.

1. very large _____
2. the route ships take across the ocean _____
3. gets bigger _____
4. centre or inside of an object _____
5. made smaller and denser _____
6. sudden great misfortunes _____
7. move slowly in water _____
8. watch closely and follow _____

B Complete the paragraph with words from the box.

size currents separated wide Antarctic area metres drifted enormous tracked

In the year 2000 what was probably the world's biggest iceberg ① _____ from an ice-sheet in the ② _____. It was 295 kilometers long and 37 kilometers ③ _____, with a surface ④ _____ of 11,000 square ⑤ _____, similar in ⑥ _____ to Qatar or The Gambia. Scientists ⑦ _____ the iceberg carefully because being so ⑧ _____, it could have a long lifetime even if it ⑨ _____ northwards to warmer water. Scientists thought, however, that it would stay trapped in the ⑩ _____ around the Antarctic and stay quite close to the coast.

C Complete these definitions. Circle a, b, c or d.

11. A _____ is a solid figure with a flat base and straight, flat, three-angled sides that slope upwards to meet at a point.
a) cube b) pyramid c) a prism d) triangle
12. A _____ is a four-sided figure in which only one pair of sides is parallel.
a) rhombus b) parallelogram c) trapezium d) rectangle
13. _____ is a reddish-brown substance which forms when iron or steel comes into contact with air or water.
a) Rust b) Chlorine c) Limestone d) Copper
14. A _____ is a collection of facts that is organized for storage.
a) graph b) field c) pie chart d) database
15. A *merkhel* is a type of _____.
a) calendar b) clock c) telescope d) monument

Lesson 9: The galaxy

A Draw a line to match words 1–7 with definitions a–g.

- | | |
|-----------------|--|
| 1. planet | a) a small body of ice and dust with a bright head and tail that orbits (goes round) the solar system. |
| 2. solar system | b) a body orbiting a planet |
| 3. universe | c) the sun and the celestial bodies that orbit it |
| 4. star | d) a large body orbiting a sun |
| 5. galaxy | e) all space and matter |
| 6. comet | f) large groups of stars, gas and dust held together by gravitational pull |
| 7. moon | g) a brightly burning ball of gas, such as the sun |

B Write the words in Exercise A in order from the smallest (1) to the biggest (7).

C Work in pairs. Take turns saying the figures in the box.

12^6 45^{10} 10^{16} 24^5 7_n 100,000 300,000 1,000,000 1,000,000,000

D Work in pairs. Write three long numbers then dictate them to your partner.

E Underline the correct word in each sentence.

1. There are *thousands* / *billions* / *millions* of galaxies in the universe.
2. The brightest planet seen from Earth is *Mars* / *Venus* / *Mercury*.
3. It would take *1,000* / *100,000* / *1,000,000* light years to travel from one side of our galaxy to the other.
4. A light year is the distance *light* / *a planet* / *a comet* travels in one year.

F Work in pairs. Discuss these questions.

1. Will we ever be able to travel across galaxies? How will we do this?
2. Could humans ever live on other planets?

G Now do Exercise A on Workbook page 13.

genius /'dʒiːniəs/ (n) a person who has a very great and unusual ability for something.

IQ /aɪ'kjuː/ (n) (abbreviation: Intelligence Quotient) a measurement of intelligence, usually by specially designed tests.

gifted /'ɡɪftɪd/ (adj) someone who has a natural ability or great intelligence.

talents /'tælənts/ (n) natural abilities or skills.

- VS 5 = Social strategy 5 - (Discover new meaning through group work activity) +
 Social strategy 11 – (study and practice meaning in a group):

B Work in groups. Each group reads one of the stories on page 43. Discuss these questions with the other people in your group.

1. What is the title of the story?
2. Who or what is the story about?
3. What are the main details?
4. What happened in the end?

A In pairs, discuss these questions.

1. Are you a football fan? Do you hate football or can you take it or leave it? Why?
2. Match these football teams to their countries.

football team	country
Al-Afriqi	Italy
Al-Hilal	Libya
Al-Ahly	England
Estudiantes	Egypt
Manchester United	Saudi Arabia
AC Milan	Argentina

B Work with another pair of students. Discuss the questions below.

1. Compare your notes from Exercise A. Do you agree?
2. Which of the differences between English and Arabic do you think would cause most difficulty for an English speaker who is learning Arabic? Think about grammar, vocabulary, pronunciation and writing.
3. Make a list of things about English and Arabic that are similar.
4. What advice would you give someone who is learning Arabic?

D Work in pairs.

Work with someone from the other group. Ask and answer questions to obtain information about the other accident, and fill in the third column of the table.

E Work in two groups again.

Talk to people from your original group. Check the information that you heard from your partner. Make notes on anything you are not sure about.

F Work in pairs.

Go back to your partner. Confirm the information about the other accident.

- VS 6 = Memory strategy 5 – (Connect the word to its synonyms and antonyms):

- F** Look at the second letter again.
1. Find synonyms for these words:
- a) pal
 - b) an idea
 - c) required
 - d) purchasing
 - e) didn't have enough money for
 - f) unintelligent
 - g) particular
 - h) another
 - i) recall
 - j) find a home and have a family
 - k) a short period of fun and enjoyment

- VS7 = Cognitive strategy 9 – (keep a vocabulary notebook):

Lesson 3: Vocabulary: Review

A In your notebook, write a caption for each of the photos. Begin each caption with an *-ing* word. Do you do any of these things in your free time to improve your English?

B Write a definition of an iceberg in your notebook. Work in pairs. Read your definitions to each other.

C Mark the sentences **T** for true or **F** for false.

- 1. Icebergs are formed when sea water freezes.
- 2. At 0°C, water has a higher density than ice.
- 3. Iceberg patrols were started before the Titanic sank.
- 4. Most of the volume of an iceberg lies below the surface of the water.
- 5. Icebergs form mainly in the summer.